



PE and sport premium monitoring and tracking form *2025/2026*



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Review of the last academic year (2024/2025)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	63% of pupils in year 6 can swim 25 metres.	We want this data to be 100%. Children are not getting enough contact time in the swimming pool with the instructor under current provision. Needs to be reviewed with SLT and a plan put in place.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	40% of pupils in year 6 can use a range of strokes effectively.	We want this data to be 100%. Logistics and changing time are not giving children enough contact time in water. We recognize our children need more contact time in the pool.
3. Perform safe self-rescue in different water-based situations	0% of pupils in year 6 can perform safe self rescues.	We want this data to be 100%. Need a more intensive approach to our swimming provision moving forward as we recognize many of our children don't get any additional provision away from what they receive in school.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>A CPD schedule was put in place with support from the DCCT and staff who requested CPD (Through staff surveys) were timetabled on a half termly basis throughout they year. Post delivery staff surveys showed an increase in confidence in the delivery of High quality PE.</p>	<p>Still a high percentage of current staff not confident delivering high quality PE lessons and as a result are having support staff deliver the lessons in their place. Evidence: Informal observations.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>A comprehensive weekly program across school gives children maximum opportunity to take part in physical activity and work towards their 60 minutes a day.</p> <p>Structured extra curricular activities offered through:</p> <ul style="list-style-type: none"> - Breakfast Club - Structured play time activities - Lunchtime Clubs (Provided through DCCT) - After school clubs - School sports competitions, festivals through RS Coaching and DCCT events calendar 	<p>Staff restructure has impacted on directed hours and willingness of staff to provide or offer after school opportunities.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>By celebrating all things PE through achievement assemblies, end of year sports achievement assemblies, school displays and class dojo (school social network with families) we endeavor to raise the profile of sport, PE and physical activity at Roe Farm.</p> <p>100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school. As a result our pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day.</p>	<p>Not all pupils are active for 60 minutes a day 7 days a week.</p> <p>We still have many children who are reluctant to take part in PE or any physical activity. Many aren't supported from home by being unprepared on PE days without kit etc. This is evident through our attendance and engagement records.</p>
<p>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</p>	<p>Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved:</p> <p>A commitment to ensuring all children have the opportunity to take part.</p> <p>Entering SEN specific and inclusive sports events offered by RS coaching and the DCCT on their events calendar.</p> <p>Attending sports festivals again offered by DCCT, to give children new opportunities to try new sports.</p> <p>Ensuring that PE planning resources offer a wide range and diverse range of structured plans to support teachers in delivering a balanced and variety of activities to develop children physically in line with the national curriculum</p>	<p>Not all pupils are active for 60 minutes a day 7 days a week.</p> <p>Despite offering girls only focused clubs after school and at dinner times, numbers and retention has proved difficult.</p>
<p>5. Increasing participation in competitive sport</p>	<p>All key stages have opportunity to take in competitive sport through two main channels.</p> <p>Intra class competitions which are delivered in house by school teachers at the end of each half term and unit. Teachers are encouraged to compete against opposite classes with us being a multi form entry school.</p> <p>In addition the external competition companies we work with offer a range of competitions in a variety of sport and activities that are open to all key stages in school. We endeavor to ensure a good balance of entries from our school throughout the year.</p>	<p>Continue to develop our competition provision.</p> <p>External provision is key stage 2 heavy and often places on the key stage 1 events are booked up very quickly.</p>

Aims for the next academic year (2025/2026)



- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25m	At the end of year 4, 80% of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 4, 80% of pupils could use a range of strokes effectively.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue in different water-based situations	At the end of year 4, 60% of pupils could perform a safe self rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

Aim	Why?	Key Area	Supporting evidence
<p>Focus on teacher mentoring and support (internally) ensuring all teachers are confident to enjoy teaching High Quality Physical Education in a range of subject areas and keep it consistent with all teaching across the school.</p>	<p>To ensure all children are participating in two hours a week of high-quality PE every week. To ensure that what is being taught and how it is being taught, is a consistent across the school.</p>	<p>Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	<p>Staff confidence surveys following mentoring, lesson observation reviews, pupil voice.</p>
<p>Provide in school opportunities for pupils to access multiple opportunities to be physically active throughout the school day using all pockets available during the daily timetable.</p>	<p>To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. To ensure children have the opportunity to experience new sports and engage in them in a positive structured environment.</p>	<p>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Extra curricular timetable and participation data for breakfast clubs and lunchtime and afterschool clubs.</p>
<p>Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. Ensuring that the offer and opportunity is open and available to all children across the school</p>	<p>To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.</p>	<p>Key indicator 5: Increasing participation in competitive sport</p>	<p>Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Participation certificates displayed in school.</p>
<p>Update and upgrade PE and ports equipment. Add more equipment to aid playtime and lunchtime sports offer.</p>	<p>To increase participation by offering more options during extra curricular periods in the school day.</p> <p>Improve the experience of children and staff with the delivery of PE lessons by using the best possible equipment.</p>	<p>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Staff and pupil surveys.</p>



- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement
 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls
 5. Increasing participation in competitive sport

Your objective: Provide PE CPD and support to all staff



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Focus on providing mentoring and support for the new staff who have recently joined our school to ensure the standards of delivery of PE are consistent across the school.	School PE lead to offer mentoring a specific subject choices on a half termly basis focusing on areas of development chosen by staff members. Alternative mentoring offered through the DCCT as part of their Enhanced provision package. Subscribe into more comprehensive PE resource tool (PE Passport).	Increase in staff subject knowledge across a range of subject areas in PE. Increase in awareness of school formative assessment tool and how to implement into lessons. Informed knowledge on how to best use the new school resource plan PE passport.	Staff confidence surveys and questionnaires. Pre and post mentoring to judge impact.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£475 on ne PE PASSPORT resource External mentoring makes up a proportion of enhanced delivery package with DCCT Package cost for year: £6000 Total: £6475

Your objective: Drive physical activity levels



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	<p>Strive toward ensuring that all children have the opportunity to engage in physical activity for 60 minutes a day.</p> <p>Ensure that engagement in physical activity is inclusive and accessible to all children across the school.</p>	<p>Club sports timetable that changes every half term throughout the year offering the opportunity for children to take part in different sports and games inclusive of dance activities.</p> <p>Train and deploy school mini leaders during weekly dinner times to offer structured games for our younger children to take part in as well as empower and encourage leadership for our older children</p> <p>Purchase new equipment to support providing a wide variety of sport, games and activities for all children to take part in during lunchtimes.</p> <p>Continue working with DCCT to offer targeted lunchtime and after school clubs for specific groups such as girls only etc.</p>	<p>Increase in participation during breakfast club and Lunchtimes. Increase In numbers at lunchtime structured activities., More positive active engagement with younger children in key stage 1 through mini leader provision as well as increase in confidence from mini leaders themselves.</p> <p>Increase in confidence and participation for targeted children for DCCT provision.</p>	<p>Pupil voice feedback forms</p> <p>Participation registers for after school, breakfast and lunchtime clubs</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				<p>£800 on new sports equipment to use as part of lunchtime structured play as well as break times and lunchtimes.</p> <p>DCCT lunchtime and afterschool clubs part of enhanced affiliation package £6000</p>

Your objective: Develop competition



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	<p>Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. Work with multiple external providers to ensure a complete offer is available to all children across school.</p>	<p>Sign up to DCCT affiliation package which gives access to competition and events calendar throughout the calendar year.</p> <p>Sign up to RS Coaching competition package which offers extra curricular competitions after school. Often more accessible for our children and doesn't require leaving core subjects during normal timetable in the day to attend.</p> <p>Encourage all teachers across the school to compete at the end of every half term against opposite class in subject content being taught.</p>	<p>By July 2026 expectations are that 100% of children across the school have had the opportunity to take part in sports competitions either on a inter or intra basis.</p> <p>By July 2026 expectations are that at least 60-70% of all children have been and taken part in an inter school competition representing the school against other schools across the city.</p>	<p>Competition formats and planning for all intra lesson level competitions. School sports day photographs and results shared publically through class dojo.</p> <p>Participation certificates from external providers for school and all individuals</p> <p>Participant registers.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				<p>£1800 cost for DCCT basic affiliation and competitions calendar access.</p> <p>£545 RS Coaching competitions calendar</p>

Your objective: Strive to ensure all pupils meet the minimum requirement in swimming.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	<p>To provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons at the end of year 6.</p> <p>To offer a more intensive swimming package to our current year 5 children to ensure more contact time in the pool with qualified instructors</p>	<p>Following informed evaluation of previous swimming plan with senior leaders it has been decided to try a different model with swimming provision. A pop up swimming pool service will be used in school over a 6 week half term. As part of the package we as a school have access to instructors all day every day over a 6 week period allowing our children to have more intensive instruction in the swimming pool. It will also allow us to offer early swimming instruction to younger children and top up lessons to children not meeting the expectations following last years provision.</p>	<p>At the end of year 6 100% of children should be meeting expected standards in swimming and water safety.</p> <p>All children across the school should have had early access to the swimming with a view to continuing use of the same provision in subsequent years. Pending evaluation in July 2026 for Pilot year this year.</p>	<p>Data and screening provided by pop up swimming company instructors.</p> <p>Pupil attendance records</p> <p>Pupil voice and feedback</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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