

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

Commissioned by



Department
for Education

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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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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	Top up swimming in Year 6 – highest % that we have had with 42% of Year 6 able to swim 25m confidently. We have committed to providing school, staff to provide the swimming and this has proven effective to allow us to have good relationships and i know the children, as well as being able to support them with their swimming skills	Lots of children are still not able to swim the 25m proficiency. Children, because of cost., do not swim outside of school, and whilst we invest in supporting swimming (all children by the time they leave school will have had 5 terms (approx. 32 weeks) if swimming time, this is still not sufficient as many have never been swimming before and are totally beginners.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Many children are now able to use a range of strokes with increasing proficiency, particularly in backstroke and front crawl Swimming sessions have been well-attended and engagement levels are high, with pupils demonstrating growing confidence in the water. Targeted support and differentiated instruction have helped less confident swimmers make progress in stroke technique and stamina.	Increase opportunities for children to develop breaststroke technique, which is currently less secure across the cohort. Continue to provide additional support for non-swimmers and those with limited water confidence, ensuring inclusive access to swimming provision.
3. Perform safe self-rescue in different water-based situations	Each of our lessons has a water safety aspect and our children are taught explicitly the water safety code and the rescue techniques. More children are able to float for a sustained time, and signal for help than can swim 25m . 66% have met the expected level in regards to waters safety	We still have a third of a cohort who are not safe within the water and many of these go to destination schools that do not offer swimming as part of their curriculum so there are concerns about how we ensure that they are safe around water.

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	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed Evidence Swimming award data % of children able to swim 25m % water safety Children starting to be able to join club level swimming Staff confidence and ability to teach children Super movers groups Sensory circuits room well used – children are much calmer and ready to learn after sessions – Sensory tracker. Attendance at the dance and football club has been high and consistent. The children love this! Positive attitudes towards health and fitness are generally seen in children.	What Went Well Specialist SEND PE Support - External SEND PE coach (£2,990) provided targeted sessions for the Resource Base and Reception classes. - Children demonstrated improved fundamental PE skills and engagement. - Staff confidence and knowledge in delivering inclusive PE increased significantly. - TAs and teachers collaborated with the coach, building capacity for future delivery. Swimming Development - SEND swimming course (£225) enabled 3 teachers and 1 SEND assistant to deliver swimming lessons in-house. - Consistency and knowledge of pupils' needs improved progress. - Percentage of pupils swimming 25m rose from 28% (2023/24) to 42% (2024/25). Online Training (£150) - Supported staff CPD, reinforcing inclusive PE strategies.	What Didn't Go Well - Limited reach beyond Resource Base and Reception classes—impact was strong but not whole-school. - External coach model is costly and not fully sustainable without additional funding. - Swimming provision still requires more staff to ensure long-term sustainability and reduce reliance on external providers. Next Steps - Expand inclusive PE strategies to KS1 and KS2 classes. - Train an additional staff member for swimming delivery. - Explore cost-effective ways to maintain specialist input without full reliance on external coaches.

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	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Increasing engagement of all pupils in regular physical activity and sporting activities Evidence - Increased participation - School games mark - sports leadership is successful – will continue with more peer to peer opportunities next year. - Sports Ambassadors programme (run by SGO) - Pupil voice - Notes from external coach regarding the programmes.	What Went Well - Significant investment (£6,540.28) in playground markings, sensory circuits room, and lunchtime clubs (dance and football) led by young leaders. - Children now have structured opportunities to be physically active for at least 60 minutes daily: 45 minutes through playtime/lunchtime activities. - Additional time through walks and PE sessions. - Noticeable behaviour improvements during break and lunch. - Increased access and participation in physical activities at lunchtime. - Positive impact on social and emotional well-being after physical activity. - Development of pupil fitness and fundamental movement skills through extended provision.	What Didn't Go Well - Young leader-led clubs were successful but relied heavily on consistent pupil leadership; engagement dipped when leaders were absent. - Sensory circuits room underused initially due to limited staff training—uptake improved later but needs embedding. - Some KS2 pupils preferred unstructured play, so participation in organised activities was uneven. Next Steps Embed Structured Activities - Train lunchtime supervisors and TAs to lead games and activities consistently, reducing reliance on young leaders. - Develop a rota for young leaders to ensure continuity and engagement Maximise Use of Sensory Circuits Room - Provide additional staff training to integrate sensory circuits into daily routines for pupils who need regulation. - Monitor usage and impact through pupil feedback and behaviour data. Track Impact - Continue measuring daily activity levels and behaviour improvements. - Collect pupil voice to identify preferred activities and barriers to participation.

Review of the last academic year (2024/2025)



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Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement <u>Evidence</u> - sports stars displays - wide range of clubs offered – dance, gymnastics, cheerleading netball, athletics, football, dodgeball etc.. - attendance registers	Raising the Profile of PE and Sport What Went Well - UKS2 pupils successfully ran lunchtime games and supported participation in sports across the school. - Increased access to and involvement in physical activities during lunchtimes. - Development of leadership skills, resilience, and responsibility among UKS2 pupils. - Positive impact on whole-school culture—sport seen as inclusive and enjoyable.	What Didn't Go Well - Leadership programme relied heavily on initial training; some leaders needed ongoing support to maintain quality. - Limited visibility beyond lunchtimes—profile could be raised further through assemblies, newsletters, and community engagement. - Younger pupils occasionally disengaged when activities were not adapted for their age group. - Apply for School Games Mark when available to showcase achievements. Continue the Sports Leader Programme in-house—model is established, and trained leaders can mentor new cohorts. Embed leadership into the PE curriculum and school values to ensure continuity.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
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 <u>evidence</u> sports stars displays wide range of clubs offered – dance, gymnastics, cheerleading netball, athletics, football, dodgeball etc.. attendance registers	What Went Well Investment of £5,278.00 enabled a wider range of sports and activities, including dance, football, and multi-sport opportunities. Dance proved particularly successful in inspiring enthusiasm and participation across different year groups. Increased engagement with lunchtime and after-school clubs, giving pupils exposure to a variety of sports.	What Didn't Go Well Some sports had lower uptake due to limited promotion or scheduling conflicts. Clubs were concentrated in certain terms, meaning access was uneven across the year. Reliance on external coaches for some activities limited flexibility and sustainability. Next Steps Annual Sports Calendar Plan a term-by-term schedule to guarantee variety and equal access. Promote Clubs More Widely Use assemblies, newsletters, and pupil voice to boost engagement. Staff Upskilling Provide CPD for staff to deliver popular activities like dance and multi-sports. Link to Competitions Align lunchtime and after-school clubs with local School Games events to raise motivation.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
5. Increasing participation in competitive sport <u>evidence</u> - School games award - Inclusive health check - Promotion of festivals has been good - Childrens voice at and after events - Some children are taking the sport further after the events	What Went Well - Significant increase in the number of festivals attended, including: Tri-Golf, Swimming, Netball, Tag Rugby, New Age Kurling, Boccia - More pupils had opportunities to represent the school and experience competitive sport. - Participation supported not only physical development but also wellbeing, cognitive skills, and resilience.	Add text here What Didn't Go Well - Some festivals had limited spaces, meaning not all interested pupils could attend. - Transport and staffing logistics occasionally restricted participation in external events. - Need for better communication with parents to ensure full attendance at events. Next Steps Expand Festival Opportunities Include more inclusive sports and broaden KS1 involvement. Improve Logistics Plan transport and staffing earlier to maximise attendance. Celebrate Participation Share achievements in assemblies and newsletters to raise profile. Host Internal Events Organise in-school competitions to ensure all pupils experience competitive sport.

Plan, monitor and evaluate (2025/2026)



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- 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*

Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed



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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)	To embed Forest School principles into our curriculum to enhance physical activity, emotional wellbeing, and social development.	Staff Training: Two staff members will complete Forest School Leader training to lead sessions independently and sustainably. Secret Garden Development: We will enhance our existing outdoor space ("The Secret Garden") with natural play equipment, shelters, and tools to support safe, engaging Forest School sessions..	- Increased physical activity, especially among pupils who do not engage with traditional sports. - Improved emotional regulation, confidence, and peer relationships. Greater engagement from pupils with EBSA and sensory needs. - Enhanced staff confidence in delivering outdoor learning.	Pupil voice surveys and attendance data. Observations and progress tracking for targeted pupils. Staff feedback and Forest School session logs. Links to EHCP outcomes for pupils with SEND.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Forest School Leader Training (x2): £2,400 Outdoor Equipment & Materials: £3,000

Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed



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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)	To build the confidence, subject knowledge, and strategic leadership capacity of our new PE lead. This will ensure high-quality PE provision across the school, aligned with national expectations and inclusive of all pupils.	- PE Conference Attendance: The PE lead will attend a regional PE conference to engage with current best practice, network with other professionals, and explore inclusive and innovative approaches to physical education. - Mentoring and Planning Time: Protected time will be allocated for the PE lead to reflect on learning, plan improvements, and work alongside senior leaders to embed changes. - National Ballet CPD	- Improved confidence and subject knowledge in leading PE. - A more inclusive and engaging PE curriculum. - Better use of assessment to track progress and inform planning - Stronger strategic oversight of PE and Sports Premium spending.	- CPD logs and certificates. - PE curriculum audit and action plan. - Staff and pupil feedback on PE lessons - Monitoring of pupil participation and progress.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	PE Conference Attendance: £250x 2 per year Cover for CPD Time: £500 Complete PE package - £150 Total Estimated Cost: £1,150

2 - Increasing engagement of all pupils in regular physical activity and sporting activities



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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	Develop play provision to increase activity for least active groups. To develop Gross Motor skills in disadvantaged children	- Develop pupil leadership (training programme), - Midday supervisor training to ensure that there is an understanding of games and play, - Youth voice activities to understand pupils wants and needs - Outdoor play provision to be replaced (previous trim trail was condemned in the Summer Term 2025)	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEMH children	- Youth voice data through surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). - Conduct regular observations of the playground to gauge activity levels of the least active children. - Staff voice and feedback. - CPOMS records
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				New Trim trail – £9500

2 - Increasing engagement of all pupils in regular physical activity and sporting activities



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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	To ensure all pupils meet the national curriculum requirement for swimming and water safety by the end of Year 6.	Targeted Top-Up Sessions: Additional swimming lessons for pupils who did not meet the 25m benchmark in core provision. Small Group Instruction: Smaller group sizes with increased adult support to address individual needs and build confidence. Transport and Staffing: Funding used to cover transport and additional staffing to ensure accessibility and safety.	Increased percentage of Year 6 pupils meeting the swimming and water safety requirements. Improved water confidence and safety awareness. Greater inclusion for pupils with SEND or EBSA who may have missed earlier opportunities.	Youth voice data through Swimming assessment data before and after top-up sessions. Pupil voice and confidence ratings. Attendance and engagement records. Feedback from swimming instructors and staff.s
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				Pool Hire and lifeguard: £360 Total Estimated Cost: £360

2 - Increasing engagement of all pupils in regular physical activity and sporting activities



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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)	To develop Gross Motor skills in SEND children To improve gross motor skills, coordination, and physical confidence in pupils with SEND, particularly those with developmental delays, sensory processing differences, or physical challenges. This supports access to PE, play, and wider curriculum activities, and contributes to EHCP outcomes related to physical development and independence	pecialist Equipment Purchase: Invest in resources such as balance boards, stepping stones, weighted balls, scooter boards, and climbing frames tailored to gross motor development. Sensory Circuits and Movement Breaks: Embed structured movement sessions into daily routines for targeted pupils. Staff Training: Provide CPD for TAs and PE staff on supporting motor development and using equipment safely and effectively. Individualised Programmes: Work with OT or physiotherapy guidance to create bespoke motor skill programmes for pupils with identified needs.	Improved balance, coordination, and core strength in targeted pupils. Increased participation in PE and active play. Enhanced self-esteem and independence in physical tasks. Reduction in sensory-related dysregulation through movement-based interventions.	Add text here Progress tracking using motor skill checklists or OT assessments. Pupil engagement and participation logs. Staff observations and feedback. Links to EHCP outcomes and annual review reports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Equipment: £1,000

Your objective: Raising the profile of PE and sport across the school, to support whole school improvement



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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)	To embed PE and sport as a central part of school culture through increased visibility, celebration, and leadership opportunities.	Sports Ambassadors Programme: Train pupil leaders to promote PE and sport, lead activities, and act as role models. Sports Assemblies: Regular assemblies to celebrate achievements, share sporting news, and inspire participation. Sports Leaders Development: Provide leadership training for older pupils to run lunchtime activities and assist in events. Communication: Use newsletters, displays, and social media to showcase sporting successes and opportunities.	- Increased pupil engagement and pride in PE and sport. - Improved leadership skills and confidence among Sports Ambassadors and Leaders. - Stronger sense of community and positive school ethos. - Greater participation in physical activity across all year groups.	- Records of assemblies and leadership activities. - Pupil voice surveys on attitudes toward PE and sport. - Participation data for clubs and events. - Visual evidence (photos, newsletters, displays).
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Training for Sports Ambassadors and Leaders: £200 Resources for Assemblies and Displays: £150 Recognition Materials (badges, certificates): £150 Total Spend: £500

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



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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)	To increase access to a wider variety of sports and physical activities, encouraging participation from all pupils, including those who are less engaged with traditional PE. This supports physical literacy, enjoyment, and lifelong activity habits, while promoting leadership and inclusion.	Active Trowbridge Provision: Engage external coaches to deliver high-quality, engaging after-school and lunchtime clubs in sports such as archery, fencing, street dance, and non-traditional games. Targeted Inclusion: Ensure clubs are accessible to pupils with SEND and those reluctant to engage in competitive sport.	Increased participation in physical activity across all key stages. Greater variety of sports experiences for pupils. Improved confidence, teamwork, and leadership skills. Enhanced engagement from pupils with EBSA, SEND, or low physical activity levels.	Club registers and participation data. Pupil voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Active Trowbridge Sessions: £5768

5 - Increasing participation in competitive sport



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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)	To increase pupil engagement in physical activity through participation in local sports festivals and inter-school competitions. This promotes teamwork, resilience, and a sense of achievement, while broadening access to competitive sport for all pupils, including those with SEND.	Entry Fees and Affiliation: Use funding to cover costs of entering local sports festivals and competitions. Transport and Staffing: Provide transport and adult supervision to ensure safe and inclusive participation. Targeted Inclusion: Ensure pupils with SEND and those less likely to engage in traditional PE are actively encouraged and supported to take part.	Increased pupil participation in competitive sport. Improved confidence, teamwork, and motivation. Greater visibility of sport across the school community. Positive experiences for pupils who may not usually access competitive opportunities.	Add text here Participation records and pupil feedback. Photographs and celebration displays. Staff reflections and post-event evaluations. Links to EHCP outcomes for pupils with SEND.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Entry Fees and Affiliation – WASP (SSGO) £250 Transport: £600 Costumes - £100 Total Spend: £950

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