

PE and Sport Premium monitoring and tracking form *2025/2026*

Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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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)

- 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 focussed spending on key groups such as SEND, girls and disadvantaged pupils.

<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 25 metres	93% of pupils in Year 6 can swim 25 metres Data collected poolside from swimming teachers.	Not 100%, we want this data to be 100%. Data collected poolside from swimming teachers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	83% of Year 6 pupils can use a range of strokes effectively. Data collected poolside from swimming teachers.	Not 100%, we want this data to be 100%. Data collected poolside from swimming teachers.
3. Perform safe self-rescue in different water-based situations	93% of pupils in Year 6 can perform self-safe rescues. Data collected poolside from swimming teachers.	Not 100%, we want this data to be 100%. Data collected poolside from swimming teachers.

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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	• The PE Lead attended the West Sussex PE Conference and participated in several practical workshops. • Learning from the conference was shared with teaching staff through targeted CPD to improve confidence, knowledge and teaching skills. • Staff implemented new learning in lessons, focusing on identified curriculum objectives. • Staff consultation and lesson observations identified strengths and areas for development. • CPD supported approximately 85% of classes, demonstrating a positive impact on teaching practice.	• CPD has primarily supported one area of the PE curriculum. • Staff confidence and subject knowledge remain inconsistent across other areas of the curriculum. • Further targeted CPD is required to address identified gaps and ensure high-quality teaching across all aspects of PE.
2. Increasing engagement of all pupils in regular physical activity and sporting activities.	• Mayne Trainer delivered a bespoke Outdoor and Adventurous Activities (OAA) programme for all Year 3, 4 and 5 pupils. • Lesson observations and evaluation feedback demonstrated high levels of engagement. • Active play provision continued at break and lunchtime. • 12% of the Year 6 cohort completed six hours of Sports Leader training to deliver games for KS1 and Years 3 and 4 pupils. • Sports Leaders also received additional training through the Locality Community Organiser initiative to deliver multi-skills sessions. • 98% of KS1 and KS2 pupils participated in the whole-school Multi-Skills Festival. • Approximately 45% of pupils accessed the OAA programme. • Around 57% of pupils participated in Sports Leader-led activities.	• The Outdoor and Adventurous Activities program is not yet available to all pupils across the school. • Sports Leader sessions were restricted due to capacity limits. • Hot weather during the Multi-Skills Festival reduced the number of activities that could safely take place. • Further opportunities are needed to ensure all pupils benefit from regular physical activity initiatives.

3. Raising the profile of PE and sport across the school, to support whole school improvement.	• A dedicated sports display board celebrated pupils' sporting achievements. • Sporting participation and success were recognised regularly during assemblies. • The whole school took part in the Mini Marathon following Daily Mile training, helping pupils improve stamina and resilience. The event promoted an excellent sense of community, achievement and school pride. The Mini Marathon achieved 97% attendance.	• The sports display board was not always updated consistently, meaning some events received less recognition than others. • Time constraints during assemblies meant not all sporting achievements could be celebrated. • Although attendance was high, further adaptations are needed to achieve 100% participation, particularly to increase access for pupils within the SEND Special Support Centre.
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.	• The school competed in 26 Level 2 competitions, covering a wide range of sports. • Inclusive competitions ensured opportunities were available for both boys and girls. • Pupils represented the school with pride and demonstrated excellent sportsmanship. • The school competed in eight football and netball league fixtures, winning both leagues. • A broad range of sports is offered through the PE curriculum and extracurricular clubs.	• More work is needed to improve access to competitions for pupils who cannot travel to venues. • Not all pupils achieve the recommended 60 active minutes each day. • Barriers remain that prevent some pupils from accessing extracurricular clubs and sporting opportunities.
5. Increasing participation in competitive sport.	• The school participated in 26 Level 2 competitions, with 18 focused on competitive sport. • Pupils also competed in eight football and netball league fixtures, developing resilience, teamwork and competitive skills. • The school provides a strong balance between competitive events and inclusive festivals.	• Participation data shows that Lower Key Stage 2 pupils access competitive opportunities less frequently than other year groups. • Additional opportunities should be developed to increase competitive participation across all year groups, particularly in Lower KS2.

Aims for the next academic year (2025/2026)



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- 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 focussing 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*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	91% of pupils in Year 6 can swim 25 metres. Data collected poolside from swimming teachers.	Not 100%, we want this data to be 100%. Top up swimming necessary to increase 9% non-swimmers confidence and proficiency over 25 metres. Data collected poolside from swimming teachers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	80% of Year 6 pupils can use a range of strokes effectively. Data collected poolside from swimming teachers.	Not 100%, we want this data to be 100%. Data collected poolside from swimming teachers.
3. Perform safe self-rescue in different water-based situations	91% of pupils in Year 6 can perform self-safe rescues. Data collected poolside from swimming teachers.	Not 100%, we want this data to be 100%. Top up swimming necessary to increase 9% non-swimmers confidence in the water. Data collected poolside from swimming teachers.

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
Increase opportunities for active play at break and lunchtimes by providing a wider range of physical activities and sports. Continue to embed the Daily Mile as part of the school day.	To support children in achieving the recommended 60 minutes of physical activity each day by increasing opportunities to be active outside of PE lessons.	Key Indicator 2: Increasing engagement of all children in regular physical activity and sporting activities.	• Breaktime and lunchtime observation records demonstrate increased participation. • Pupil voice shows high levels of enjoyment and engagement. • Class participation data evidences increased involvement in active play and Daily Mile activities. • Increased number of children participating in structured physical activities during the school day.
Develop staff confidence and subject knowledge through targeted PE CPD based on individual need and curriculum priorities.	To ensure all children receive consistently high-quality PE teaching, regardless of year group or activity area, through high-quality first teaching.	Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed.	• Lesson observations demonstrate improved teaching practice. • Staff confidence surveys show increased confidence across all curriculum areas. • Pupil voice reflects positive learning experiences. • Assessment and attainment data demonstrate improved pupil progress in PE.
Broaden the range of internal and external sporting clubs and activities, ensuring equitable access for all children.	To remove barriers to participation and provide every child with opportunities to experience a broad range of sports and physical activities regardless of background, ability or circumstance.	Key Indicator 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.	• Increased participation in extracurricular clubs. • Club registers demonstrate improved representation across different pupil groups. • Pupil voice indicates greater choice and accessibility. • Monitoring identifies reduced barriers to participation.
Track participation in Level 2 competitions and target underrepresented pupil groups to increase competitive opportunities. are currently not.	To ensure more pupils experience competitive sport and contribute towards achieving 60 active minutes each day through participation in school sport.	Key Indicator 5: Increasing participation in competitive sport.	• Competition monitoring identifies increased participation across all year groups. • Tracking data shows improved representation of previously underrepresented pupils. • Pupil voice reflects increased confidence and enjoyment of competitive sport. • More pupils represent the school in Level 2 competitions throughout the year.
Deliver regular PE and sport-focused assemblies to celebrate participation, achievement and sporting values.	To raise the profile of PE and school sport by celebrating success, promoting participation and inspiring pupils through wider sporting experiences.	Key Indicator 3: Raising the profile of PE and sport across the school, to support whole-school improvement.	• PE and sport assemblies delivered regularly throughout the year. • Assembly presentations and resources provide evidence of delivery. • Competition monitoring shows increased interest and participation. • Pupil voice demonstrates improved awareness of sporting opportunities and achievements both within and beyond school.

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 focussing 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*

Plan, monitor and evaluate (2025/2026)

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase participation in active play at break times and lunchtimes by providing a wider range of high-quality physical activities that meet the interests and needs of all pupils.	Use pupil voice to identify preferred games and equipment. Train Year 6 Sports Leaders to organise and lead structured activities throughout the week. Employ an external sports provider to deliver engaging, high-quality lunchtime sessions. Provide training for midday supervisors to promote and facilitate active play. Offer a broad range of inclusive activities that cater for different ages, abilities and interests, including opportunities for pupils with SEND.	A more engaging and inclusive outdoor environment where all pupils have opportunities to be physically active. Increased participation in active play, improved confidence and leadership skills among Sports Leaders, and positive role models for younger pupils. Happier, more active children at lunchtimes, improved behaviour, and staff who feel confident supporting high-quality play opportunities.	Regular lunchtime observations to monitor participation, engagement and the effectiveness of activities. Pupil voice surveys completed at the beginning and end of the year to evaluate impact. Ongoing discussions with Sports Leaders to review provision and identify improvements. Staff feedback gathered throughout the year to inform future planning and ensure activities continue to meet pupils' needs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children are more engaged during break times and lunchtimes, with a wider range of physically active opportunities available. A variety of supervised sports and games has encouraged participation, sportsmanship and inclusion. Staff have developed a clearer understanding of their roles in promoting active play, and activities have been adapted to better meet the interests and needs of pupils with SEND. While some activities were affected by damaged equipment and poor weather, overall participation has increased significantly. Sports Leaders have grown in confidence, developed valuable leadership skills and have become positive role models for younger pupils, who enjoy taking part in the sessions they lead. The external sports provider has enhanced lunchtime provision by delivering structured, high-quality activities that support positive behaviour and active engagement	Sustainability will be supported by investing in more durable equipment, with wooden resources proving more robust than plastic alternatives. Regular feedback from Sports Leaders, lunchtime staff and pupils will continue to shape provision and ensure activities remain engaging. Annual Sports Leader training will develop new pupil leaders each year, maintaining the programme over time. Ongoing pupil voice will help identify children who are less active and enable staff to adapt activities to meet their interests and encourage greater participation.	Pupil voice discussions show overwhelmingly positive feedback regarding lunchtime provision. 100% of Sports Leaders reported enjoying their role and feeling proud of their achievements, with many younger pupils expressing an interest in becoming Sports Leaders in the future. End-of-year pupil feedback indicates that children have enjoyed lunchtimes more this year, with 100% of pupils participating in at least one physically active game during break or lunchtime. Staff observations also show increased engagement, improved behaviour and greater inclusion across outdoor play.	Equipment and physical resources: £7853.50 Sports Leader training: £N/A SBS External sports provider: £6156.50 Midday supervisor training: £N/A SBS Total: £14,010



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To develop teacher confidence and subject knowledge in PE by providing targeted professional development and creating a culture where staff feel confident identifying their own CPD needs.	Hold regular discussions with staff to identify their recent teaching experiences, areas of confidence and aspects of PE where further support is required. Explore barriers to delivering high-quality PE lessons and provide tailored guidance. Attend the West Sussex PE Conference to remain up to date with curriculum developments, effective practice and current initiatives. Network with colleagues from other schools, attend practical workshops and share learning, resources and strategies with staff. Explore and trial different planning resources through PE Lead networks to further enhance curriculum delivery.	Increased teacher confidence and subject knowledge across all areas of PE, resulting in consistently high-quality teaching. Staff feel comfortable seeking advice and support when needed and demonstrate greater confidence in planning and delivering PE lessons. Improved consistency in teaching approaches and enhanced pupil experiences across the PE curriculum.	Dedicated time allocated for staff discussions, CPD and lesson observations. Staff confidence monitored throughout the year through discussions, questionnaires and informal feedback. Lesson observations and learning walks demonstrate improved teaching practice. Evidence of shared resources, collaborative planning and increased staff engagement with PE professional development.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Teachers have developed greater confidence in delivering a wider range of PE activities, particularly gymnastics, through increased use of a variety of apparatus. Pupils have responded positively, demonstrating improved confidence, balance and movement skills while working safely at different heights. Staff have strengthened their subject knowledge across a range of sports and have a better understanding of skill progression, enabling them to plan lessons that build on prior learning and meet the needs of all pupils. Increased teacher confidence has also led to more inclusive lessons and clubs, ensuring that a greater number of pupils can participate successfully.	The professional development has built staff expertise that will continue to benefit pupils in future years. Teachers are now more confident adapting lesson plans to meet the needs of individual classes and can apply their improved subject knowledge across the PE curriculum. Resources, ideas and good practice from CPD have been shared with colleagues, helping to embed consistent, high-quality teaching across the school. Ongoing professional dialogue, lesson observations and future CPD opportunities will ensure continuous improvement.	Staff discussions and confidence evaluations indicate increased confidence in teaching PE throughout the year. Lesson observations demonstrate improved teaching practice and greater use of a range of equipment. Pupil voice surveys completed at the beginning and end of the year show increased enjoyment and engagement in PE lessons. Planning scrutiny shows that teachers are adapting lessons effectively to meet pupils' needs and provide appropriate progression.	PE Conference CPD: £N/A SBS Staff CPD release time: £N/A SBS Total: £N/A SBS



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To broaden the range of internal and external sporting opportunities available to pupils, ensuring equal access and increasing participation across all year groups.	Provide a range of inclusive lunchtime clubs that are accessible to all pupils. Develop partnerships with external sports providers to expand the variety of activities on offer. Use pupil voice to identify gaps in provision and respond to pupils' interests when planning clubs. Work alongside Mayne Trainers to deliver and adapt their Outdoor and Adventurous Activities (OAA) programme to meet the needs of our pupils and provide new opportunities to develop teamwork, problem-solving and resilience. Target groups of pupils who are less active to encourage increased participation.	Pupils have access to a broader range of clubs and sporting opportunities throughout the year. Participation rates increase across all year groups, with greater engagement from targeted groups and pupils who are traditionally less active. Pupils develop new physical, social and problem-solving skills through Outdoor and Adventurous Activities while experiencing a wider variety of sports and activities that promote lifelong participation in physical activity.	Club registers and participation data. Pupil voice surveys and feedback on club provision. Monitoring of attendance from targeted groups throughout the year. Staff observations of pupil engagement and skill development during clubs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Participation in extracurricular sport has increased across a range of internal and external clubs. Pupils have been encouraged to try new sports through curriculum PE and have gone on to join clubs both within and outside school. Increased participation has broadened pupils' sporting experiences and developed their confidence and skills. Many pupils are transferring the knowledge and techniques gained through clubs into PE lessons, enhancing the quality of their learning. Targeted groups have engaged more regularly in physical activity, contributing to higher overall participation rates.	Staff remain enthusiastic and committed to providing a broad programme of extracurricular clubs, ensuring opportunities continue year on year. Strong partnerships with external providers have become an established part of the school's sporting offer, enabling pupils to access a wider range of activities. Increased club participation has supported more pupils to take part in Level 2 competitions and festivals, while helping many discover a lifelong interest in particular sports. Regular review of pupil voice and participation data will continue to shape future provision and ensure clubs meet the needs and interests of all pupils.	Club registers demonstrate increased participation throughout the year. Tracking and monitoring data show increased attendance at clubs, competitions and festivals. Pupil voice indicates high levels of enjoyment and an increased willingness to try new sports. Staff observations highlight improved confidence, skill development and engagement during both PE lessons and extracurricular activities.	External club provision: External Clubs Parent Funded, Internal Clubs N/A SBS Mayne Trainers (OAA programme): £4600 Total: £4600



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase participation in Level 2 (inter-school) competitions by identifying and targeting pupils and groups who are currently underrepresented, ensuring all children have equal opportunities to represent the school.	Maintain a record of every pupil who participates in Level 2 competitions and analyse the data to identify trends and underrepresented groups, including pupils with SEND, disadvantaged pupils, girls and less active pupils where appropriate. Use this information to target invitations to competitions through personalised letters, direct conversations with parents and pupils, and taster sessions delivered during PE lessons and lunchtimes. As the PE Lead teaches across multiple year groups, use these relationships to encourage and support targeted pupils to take part, building their confidence and motivation to represent the school.	Increased participation from targeted groups in Level 2 competitions and festivals throughout the year. More pupils experience representing the school, leading to improved confidence, self-esteem and enjoyment of competitive sport. Participation becomes more equitable across different groups, ensuring that competition opportunities are accessible to all pupils regardless of background, ability or previous experience.	Participation tracking records for all Level 2 competitions. Analysis of participation data by pupil group. Registers from taster sessions and competitions. Pupil voice and parent feedback demonstrating increased confidence and willingness to participate. End-of-year monitoring showing a broader range of pupils representing the school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Participation in Level 2 competitions has increased, particularly among targeted groups, including pupils with SEND and those who had not previously represented the school. More pupils have experienced competitive sport, resulting in increased confidence, enjoyment and willingness to try new activities. Pupils have also been encouraged to explore sports beyond school, with several joining community clubs or interested in participating in future competitions. Greater engagement with parents and carers has helped remove barriers to participation, particularly around transport and access to events.	Yes. Participation data will continue to be monitored each year to identify pupils and groups who would benefit from targeted encouragement. Pupils who have represented the school this year are more confident and are likely to participate again, helping to establish a culture where representing the school is accessible to all. Increased parental awareness of local opportunities and stronger links between families have created a supportive network, with parents and carers working together to overcome transport and attendance barriers. These established systems will help sustain and further increase participation in future years.	Participation tracking and monitoring data demonstrate increased representation from targeted groups. Competition registers show a broader range of pupils taking part throughout the year. Pupil and parent voice provide positive feedback on confidence, enjoyment and the increased opportunities available. Records also show improved participation in competitions and festivals compared with previous years.	Competition entry fees: £1000 Total: £1000

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To promote PE, school sport and physical activity through regular sports assemblies that celebrate achievement, inspire participation and raise the profile of sport across the school.	Develop an annual timetable of PE and sports assemblies that complements the wider school assembly programme. Involve pupils in planning and delivering assemblies, including Sports Leaders where appropriate, to develop leadership and presentation skills. Create engaging presentations featuring photographs and highlights from competitions, festivals, clubs and PE lessons. Celebrate achievements both within and outside school, recognising pupils' participation in community sports clubs and encouraging others to become involved. Use assemblies to promote upcoming sporting events, clubs and participation opportunities.	Pupils look forward to sports assemblies and feel proud to have their achievements recognised. The profile of PE and school sport is raised across the school, encouraging more pupils to participate in clubs, competitions and physical activity. Sports Leaders develop confidence and leadership skills through active involvement in assemblies. Assemblies foster a sense of community by celebrating success, promoting positive role models and inspiring pupils to lead healthy, active lifestyles.	Annual assembly timetable. Pupil voice demonstrating enjoyment and increased motivation to participate. Records of assemblies and presentation materials. Increased participation in clubs and sporting events following assembly promotion. Staff observations of pupil engagement and enthusiasm.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils have responded positively to sports assemblies, showing enthusiasm and pride when celebrating their own and others' achievements. Children enjoy being recognised in front of the whole school, helping to raise the profile of PE and sport and creating positive sporting role models. Parents and carers have engaged with the process by sharing information about external sporting achievements, allowing the school to celebrate a wider range of successes. Increased participation in competitions has been evident throughout the year, with pupils motivated to contribute to and be part of the school's sporting achievements.	Sports assemblies will continue as a regular part of the school calendar, with timings reviewed annually to ensure achievements are celebrated promptly and linked effectively to key competitions and events. The school will continue to promote sporting success through assemblies, newsletters and communication with families. Encouraging parents and carers to share external sporting achievements will ensure that pupils' wider sporting experiences continue to be recognised and celebrated, further strengthening the school's sporting culture.	Parent and carer emails sharing sporting achievements. Information shared through school newsletters. Competition tracking and participation data showing increased engagement in sporting events. Pupil voice feedback demonstrating enjoyment and pride in sports assemblies. Staff observations of increased enthusiasm and engagement with PE and school sport.	Administration and resources: £N/A SBS Total: £N/A SBS