



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



**Commissioned by**



Department  
for Education

**Created by**



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YOUTH  
SPORT  
TRUST

# 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:**

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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?
<p><b>1.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>67% of children leaving Y6 could achieve this. Data was collated from swimming teachers when this cohort accessed swimming but also from parental surveys for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished.</p>	<p>This cohorts swimming was impacted by COVID when they were in Y3 as a result they didn't have access to as much swimming as we would usually be able to provide and accessed lessons during Y4. COVID measures were still in place during their lessons.</p>
<p><b>2.</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>63% of children leaving Y6 could achieve this. Data was collated from swimming teachers when this cohort accessed swimming but also from parental surveys for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished. A higher percentage of children were able to achieve backstroke and front crawl but breastbone wasn't met by most of these children.</p>	<p>As above.</p>
<p><b>3.</b> Perform safe self-rescue in different water-based situations</p>	<p>83% of children leaving Y6 could achieve this. Data was collated from swimming teachers when this cohort accessed swimming but also from parental surveys for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished.</p> <p>Children enjoy and listen well during the water safety weeks.</p>	<p>As above</p>

# Review of the last academic year (2024/2025)



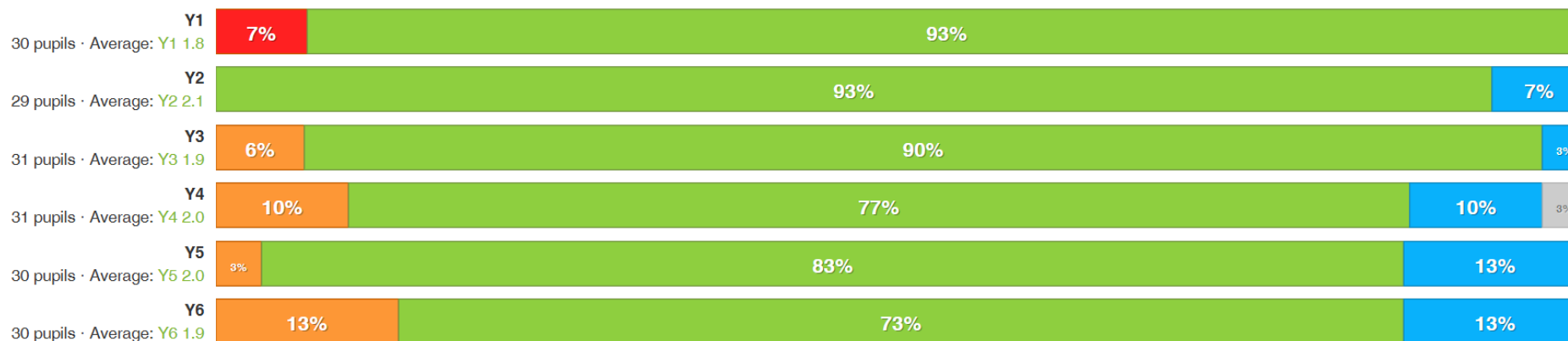
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- Outcomes across all year groups in PE were high with over 77% attainment achieved across all year groups and three-year groups attaining over 90%. Further QA and work needs to be done during 2025-26 looking at GDS as this has dropped in comparison to previous years.

## PE

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



- Improved break and lunchtimes for all children during spring and summer terms due to the introduction of OPAL. Children are more active, happier and behaviour and first aid incidents have decreased.
- The school was awarded School Games Mark Gold for the third year running.
- The school achieved well in sporting competitions achieving in the top 3 in many competitions and reaching county finals in girls cricket for the first time in the school's history. The school also reached the Y5/6 athletics finals.
- The school continues to have a positive relationship with many external links providing our children with qualified coaches and the opportunity to be taught by football, cricket and skateboarding and scootering coaches.
- High uptake of extra-curricular activities during the year with many disadvantaged children staying for extra curricular activities.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Partnership with Next Level Sports – CPD support for class teachers and TA’s that deliver PE.</p> <p>High PE outcomes across all year groups (above 70%) Improved PE teaching from class teachers because of all teachers being able to access an hour of CPD a week.</p> <p>Improved staff confidence and understanding of the PE curriculum due to CPD with Next Level this was a result of QA undertaken by the PE lead to establish where staff needed further support. As a result there was a change of PE timetable which enabled staff that were less confident with teaching PE or had less experience to have weekly CPD with coaches.</p>	<p>The impact couldn’t be measured as easily due to a change in staffing in Next Level and QA not always being completed.</p> <p>Staff changes in PE coaches’ mid-way through the year disrupted lessons for 2-3 months until a new coach could be found.</p> <p>Staff members weren’t always in the lessons, from summer term a register was started to track attendance by staff so the impact could be measured.</p>
<p><b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Wider access to extracurricular activities for all children, especially sporting activities. After school clubs during 24-25 included dance, gymnastics, cheerleading, athletics, football, basketball, multi sports including dodgeball, frisbee, hockey, rounders and cricket. The uptake of these is high and free to disadvantaged children who access the clubs well.</p> <p>Children had access to two lunchtime clubs a week led by external sports coaches. These were open to all children, and they were able to practice football skills and other sports.</p> <p>Regular sessions were led for children with additional needs such as sensory circuits and Fun Fit for children with low fine and gross motor skills. These were baselined and a programme followed resulting in improved skills. As a result of DPE for staff, 1:1 planning for SEND children in PE was developed to ensure they were able to access PE at their level.</p> <p>Training was led by Glynn Hall for Sports Leaders during 24-25. Y5 children have been trained to deliver sports competitions for other children within school.</p>	<p>Lunchtime clubs didn’t always run as they should have done or there were behaviour incidents. This increased due to a change of staffing midway through the year. Clubs need to be timetabled and planned next year to ensure skills are taught within the clubs and children aren’t playing in matches.</p> <p>Due to the introduction of OPAL and the change of lunchtimes and zones children weren’t able to access and lead this. Possible look into creating zone in the 25/26 where young leaders can lead mini competitions or activities to their peers.</p>

	<p>Children were well prepared for all competitions with regular competition practice and as a result finished highly, within the top 3 in most events. Over 25 competitions were entered across Y1-Y6, which are were well attended and supported by parents.</p> <p>Improved break and lunchtimes for all children. Children have more areas to play at lunch since the start of OPAL during January 2025 children now have access to the full grounds and activities such as: rope swings, scooters, prams, mud and sand pits. Children are moving more. Children are happier, First aid and behaviour incidents are less as shown by our First Aid and Behaviour log records.</p>	
<p><b>3. Raising the profile of PE and sport across the school, to support whole school improvement</b></p>	<p>OPAL launch during 24-25 was a whole school improvement priority. A lot of work had been undertaken within classroom on the importance of a play based curriculum but further work needed to be developed at break and lunchtimes. During autumn term baseline questionnaires were completed with staff, parents and children about their breaktime experiences, from this we bought into OPAL and launched from January 2025. Children now love their breaktimes. They have access to the full grounds where as previously they would've only been on the playground with very little to play with. Children are now have access to a wide range of toys such as: lego, scooters, pushchairs, den building, tunnels, sandpits, dressing up, small world play, tree climbing, rope swings, mud kitchens and much more. Our children are more active compared to this time last year, they are happier, first aid and behaviour incidents have lowered. This has been widely shared with governors, parents and children with regular website and social media updates.</p> <p>A new sponsor for the football team was established during 24/25 and a new kit purchased.</p> <p>External links with many people such as: Next Level Sports, Glynn Hall, ATTFE, Kelly Jepson Dance, Drumba, Scootering and Skateboarding, Mansfield Town FC, Nottingham CC – events were entered or training has been led by all of these links.</p>	<p>A change in the working party during 25-26 may impact the quality of provision. Regular meetings need to continue to be held to hold the quality so far.</p> <p>The kit wasn't able to be used as the school wasn't able to compete in te football league.</p>

<p><b>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</b></p>	<p>All lunchtime and after school clubs have equal access for girls, boys and SEND children.</p> <p>Extracurricular activities during 24-25 included Drumba enrichment days where all children were able to experience a lesson. The enthusiasm was high and children requested this for an ASC during 25-26. As a result, Drumba Pro has been purchased to use during 25-26.</p> <p>All children had access to scootering and skateboarding lessons before the introduction of scooters in OPAL. This taught children how to safety ride scooters and some of the training was included in the risk assessments that children developed. Children had access to scooters every lunch time from summer 2025 resulting in improved balance and coordination for many children with many children learning to ride a scooter at school.</p> <p>Events were run during the year to raise money for school improvement such as a Colour Run which linked to Race for Life, and football days with Mansfield Town. Cricket Development with Trent Bridge players, and Sports Day were other sporting days during the year.</p>	<p>Further sports / activities need including that SEND children can access with their peers such as boccia, sit down volleyball.</p> <p>Sports days or intra school competitions could be used to fulfil this further.</p>
<p><b>5. Increasing participation in competitive sport</b></p>	<p>The school were awarded School Games Mark Gold for the third year running.</p> <p>Over the course of the year the school entered more than 25 competitions (excluding the football league) these activities ranged from swimming galas, basketball, dodgeball, handball, athletics, cricket and much more. The school finished in the top 3 in many of these competitions reaching county finals in cricket and swimming. Parental and wider community support is high for sports with parents supporting with travel arrangements and lots of engagement with sports related activities on social media.</p>	<p>Due to a change in sports coach mid-way through the year the school weren't able to compete and finish the football league. There needs to be accessed during 25/26 with girls and boys matches.</p>

# 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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

# Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
To support active breaks: NLS 3 days per week.	Lunchtime supervisors / pupils as they will take part. Children will be more settled and engaged during lunchtime. Children active for longer within the school day.	Next level to run 3 lunchtime clubs per week focusing on developing football skills. Children to have full access to the school grounds.	Surveys with staff, children and parents.
To increase the quality of teaching and learning with PE lessons.	Improve quality of teaching across school for PE. Class teachers will become more confident in delivering PE and dance sessions.	Key indicator 1: increased confidence, knowledge and skills of staff in teaching PE. Key indicator 5: increased participation in sport	PE planning Learning walks Staff surveys Nautilus records
To increase the range and quality of extracurricular sporting clubs	Children will be more active and meeting the recommended 60 minutes per day. Children will be well prepared for competitions.		Registers, pupil surveys, timetable on website
To improve staff knowledge of the dance curriculum.	To allow children the opportunity to be taught a dance curriculum in line with their expected age. Support alongside music	Key indicator 4: Broader experience of a range of sports/activities offered and taught to pupils.	Children have limited knowledge of dance, musical beats and movement.
To increase the amount of competitive sport opportunities for pupils including SEND.	Children will develop our school value of courage when trying their best in comps.	Key indicator 5: increased participation in sport	Evidence: Registers, pupil surveys, timetable on website

# 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)

Example objective shown below is for reference purposes only:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	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 SEND and girls.	Youth voice data through half-termly 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
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000  CPD for staff - £500  OPAL - £8000

## Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	<p>To increase the quality of teaching and learning with PE lessons.</p> <p>Key indicator: 1, 4 and 5</p>	<ol style="list-style-type: none"> <li>1. CPD for teachers through Next Level Sports. Teachers / teaching assistants to have one lesson a week with a coach.</li> <li>2. Teachers to observe / team teach one week and then to be observed the second week delivering part of the session. Class teachers to receive feedback from Sports Coach. Feedback to recorded on Nautilus.</li> <li>3. Relook at CPD planning structure with NLS. Ensure planning matches what is happening in lessons.</li> <li>4. Regular QA of class teachers and Sports Coach – one per half term and recorded on Nautilus to track impact that CPD is having.</li> <li>5. Additional slot once per week focusing on children with poor gross motor skills or emotional needs for children based in stepping stones.</li> </ol>	<p>Class teachers and teaching assistants receive high quality DPE every week.</p> <p>Children will receive high quality PE lessons and benefit from having two teachers present in the lesson.</p> <p>Class teachers will be more confident in delivering PE and dance sessions.</p>	<p>PE planning</p> <p>Learning walks</p> <p>Staff survey</p> <p>Nautilus records</p> <p>Informal conversations with staff</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>				£11,025 for CPD from NLS

## Your Objective:



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	<b>Intent – what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
<b>Plan and monitor</b>	<p>To develop active breaks.</p> <p>NLS 3 days per week to improve children’s sporting abilities within football and other competitive games.</p> <p>Key indicator: 2 and 4</p>	<p>NLS to run 3 lunchtime clubs per week for the different key stages.</p> <p>Children to have access to all areas at lunchtime within the school grounds to improve both fine and gross motor skills.</p> <p>Zoned area at lunchtime to support children with their activities. Children are encouraged through OPAL to explore and be active.</p> <p>Lunchtime supervisors / pupils as they will take part. Children will be more settled and engaged during lunchtime.</p>	<p>Children will feel a sense of pride when completing their own activities or supporting other children in the school to do so.</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities and challenges during their lunch break.</p> <p>Children active for longer within the school day.</p> <p>Less behaviour incidents reported at breaks and lunch time.</p>	<p>Surveys with staff, children and parents about the importance of play.</p> <p>Pupil voice regarding OPAL and what the children would like to see/do at break and lunchtimes.</p> <p>When children have more freedom to be active, there are fewer behavioural incidents.</p> <p>Conduct regular pupil voice regarding NLS lunch clubs and freedom of the school grounds within OPAL.</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b>		<p>Lunchtimes have changed as a result of OPAL. Children have access to the whole grounds during lunch time, this has led to less behaviour and accidents occurring and children being more settled in the afternoons.</p> <p>Children are accessing the full grounds at lunchtimes. Children are more active running around the school grounds to get to different zones. OPAL to continue.</p>		<p>OPAL used within last years funding.</p> <p>£1,968.75 for lunchtime clubs with NLS</p>

	<b>Intent – what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
<b>Plan and monitor</b>	<p>To increase the range and quality of extracurricular sporting clubs</p> <p>Key indicator: 2, 4 and 5</p>	<ol style="list-style-type: none"> <li>1. Extracurricular sessions x3 lunchtimes per week and X3 after school clubs per week. Lunchtimes to focus on football during autumn term for matches.</li> <li>2. After school to be for KS1/2 and to change termly depending upon upcoming competitions.</li> <li>3. Drumba scheme bought for after school clubs and enrichment opportunities in the school day.</li> <li>4. Additional dance, gymnastics and cheerleading clubs working towards a dance festival led by Kelly.</li> <li>5. Additional sports coach slots twice per week to practice for upcoming competitions.</li> </ol>	<p>Children will be more active and meeting the recommended 60 minutes per day.</p> <p>Improved levels of registers for all children (including those with SEND).</p>	<p>Registers</p> <p>Pupil surveys</p> <p>Timetable on website</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b>				<p>£2721 for lunchtime clubs</p> <p>£3517 for after school clubs (NLS)</p> <p>£1500 for Kelly's clubs (Dance, gymnastics)</p>

**Your Objective:**

	<b>Intent – what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
<b>Plan and monitor</b>	To increase the amount of competitive sport opportunities for pupils including SEND.	<ol style="list-style-type: none"> <li>1. Membership of school games</li> <li>2. Enter school games competitions to focus on all abilities including SEND.</li> <li>3. Achieve school games mark gold for 3<sup>rd</sup> year running.</li> <li>4. Enter 25+ competitions throughout the year.</li> <li>5. Continue to hold competitive element in PE lessons.</li> <li>6. Hold in-school events</li> <li>7. Membership of school football league</li> </ol>	<p>Children will be well prepared for competitions.</p> <p>When entering competitions children will use the rules and learn values such as fair play, honesty and respect for other teams and their team.</p> <p>Children will further develop our school value of courage when trying their best in competitions</p> <p>Increased desire to take part in competitions.</p> <p>Children will score in the top 3.</p>	Pupil voice indicates that more children wanted a higher level of sporting opportunities.
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b>				<p>£300 for membership to School Games</p> <p>£520 for membership Next Level School Games</p> <p>£75 school football league</p>

**Your Objective:**



	<b>Intent – what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
<b>Plan and monitor</b>				
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b>				

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