



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



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Department
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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)



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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.

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

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	PE lead has shared best practise from the Streetly Network. Year 1/2 have worked with the cricket coach to further enhance provision.	NA
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Money spent on improving the resources and equipment for both playgrounds to support the new zonal markings. Children are able to use the equipment more independently. Reduced behavioral issues have been noticed	NA

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	Display in hall showing events/activities/comments from the pupils	N/A
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	Imoves is used to ensure all pupils have equal access. Space, Task, Equipment, People is used to meet the needs of the pupils.	N/A
5. Increasing participation in competitive sport	Y2 have participated in the Black County and Inclusive Games.	Increased opportunities of all pupils including children with SEN.

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 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*

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

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To increase the participation of organised Sports/physical activity at playtimes/lunchtimes by further investment in equipment.	Meet the 60 minutes of physical Activity each day for all pupils	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i>	Pupil Voice
To achieve a higher 'A Stars' grade (Silver last year) by encouraging pupils to walk to school by using the Walsall's Walk to school initiative.	Meet the 60 minutes of physical Activity each day for all pupils	<i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i>	A Stars website
To further develop opportunities for participation in other sporting opportunities	Give pupils opportunities to participate in activities with other schools	<i>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</i>	Photos/Pupil Voice
To use outside agencies to improve the skills of the children and increase the subject knowledge of adults.	Increase subject knowledge of staff to help improve pupil's skills	<i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Staff meetings

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*

Your objective: To increase the participation of organised Sports/physical activity at playtimes/lunchtimes.



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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)	Develop lunchtime/playtime play provision to increase activity for least active groups, through investment in new equipment/zonal marking. Increase pupils being active for 60 minutes per day.	Lunchtime supervisor/Teachers/TA's training. Staff CDP to develop their understanding of games and play Range of new equipment/Zonal markings.	Lunchtime 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.	Pupil Voice Conduct regular observations of the playground to gauge activity levels of the least active children.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Lunchtime supervisors/ Teachers/TA's 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.	Lunchtime supervisors/ Teachers/TA's are empower and given ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls.	Pupil Voice?	Physical Resources – Equipment £12145.47 Storage Boxes - £994.53 Skipping , Hoola Hooping , building , bikes, space hoppers , construction, obstacle planks and crates

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)	Provide in school opportunities for pupils to access multiple opportunities to be physically active.	Increase the number and range of activities and clubs on offer (Cricket club/Ace groups) Pupils will participate active sports events 2 x maths/PE Pupils will participate in interschool festivals/events	Offer afterschool cricket club for Year 1/2 (Half a term) Year 2 Ace club 2 x 6 weeks (Sporting/non sporting activities) All Pupils Year R – 2 taking part in active sporting events Black Country/Inclusion Games	Pupil Voice interviews Participation data for clubs and events. Hall Display
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Year 1/2 took part in the afterschool cricket club Year 2 took part in Ace clubs 2 x 6 week sessions All Pupils Year R – 2 took part in 2 x active sporting events Black Country Games – cancelled Inclusion Games – No attendance due to a clash of dates	Link with cricket coach to continue next year for pupils and staff Ace clubs/Active events to continue	Pupil Voice Participation data for clubs and events. Hall display	These were free as part of 1265 hours for staff. 100% of Year 2 took part Chance to Shine Cricket

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 teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. Through the support of the PE Streetly Network/Forge Trust	Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers/TA's. Support for PE leader included. Imoves is used to support the teaching Cricket Coach (Chance to Shine) to support Teachers/TA's to teach 'games' skills through cricket	Staff more confident in teaching PE.	Lesson observation reviews Pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are more confident when talking about PE and being healthy	Staff are now all confident and competent. Continued CPD can come from sharing good practice in school through PE Streetly Network/Forge Trust	Pupil voice.	£500 Streetly Network £4140 Supply costs for CPD and meetings

Your objective: Development of core strength outside area



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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 outside trim trail and active learning area to develop core strength and problem solving , team work activities. Phase 3 of redevelopment of the outside area for EYFS	SCA match funding bid (June 2026) to allow us to add safety matting/ flooring and a multipurpose climbing and exploration trim trail. £24,000 Planned to use Sports Premium 2025/2026 approx. £ 6000 and 2026/2027 £6000 = total £12k as match funding to the SCA bid of £24k for Forge Brook Trust	This would form a legacy for sports premium funding impact for the next 15 years. All pupils are active during play/lunchtimes and accessing the new resources. This can be used for targeted pupils across school included	EEF guidance and research into core strength and writing Powerpoint to GB Children's core strength to be improved which long term would fine motor skills including writing.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are more active during play/lunchtimes and resources are being used. Children have used building and climbing (free standing equipment) Awaiting confirmation of successful bid for redevelopment (Autumn 2026)	Resources continue to be available for the pupils as a long term investment	.	Cost of project £24,000 £12k Sports Premium over 2 years and match funded by SCA bid Forge Brook Trust.