

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



- 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	75% of Y6 children can swim 25m Evidence: Swimphony: Brimhams swimming assessment tool and parent survey.	Swimming lessons have been inconsistent for this class due to local pool developments, making lessons unavailable to them for most of KS2. We would like this number to improve significantly.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	75% of Y6 children can use a range of strokes Evidence: Swimphony: Brimhams swimming assessment tool and parent survey.	
3. Perform safe self-rescue in different water-based situations	75% of Y6 children can swim 25m Evidence: Swimphony: Brimhams swimming assessment tool and parent survey.	

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	Developing teacher confidence in delivering Real PE, using Harrogate Town FC to support. 80% of teachers feeling confident leading PE. Teacher survey following Real PE and HTFC CPD.	There were some staffing changes, which made CPD training less effective in a few cases. Address these with online training refreshers and videos.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Walk to School days have been promoted and celebrated and many families have been inspired to develop healthy lifestyle choices, walking/cycling to school daily. We were registering around 75% of the school walking on these days.	We are working to address any 'opt-out' attitudes from children and parents regarding PE and particularly swimming. This however is a very small minority of children. Statistics show that children are playing outside less, and less active out of school so we are working to address this with additional Forest School sessions, and some sporting interventions.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	Our PE Ambassadors have met regularly, at least once a half term to make plans and share what is coming up in school, including lunchtime sessions, clubs, competitions. They then feedback to their classes and give children an opportunity to share their views too. Sporting competitions and events are celebrated on social media, and children's awards are being celebrated in assembly, including participation.	Sharing Real PE lessons on social media to raise the profile of PE. This is something that could be further developed next year, to raise awareness of the skills that children are covering.
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	All children accessing the Real PE curriculum with class teachers and being offered a broad extra-curricular offer. We have taken part in a girls' football league/coaching and mixed events too. Y6 Playleaders have been very committed this year and improved lots.	
5. Increasing participation in competitive sport	We have high levels of participation in competitive sport during the school day, on our school grounds, e.g. intra-school competitions such as Monster Kickabout, athletics, dodgeball. This may be something we look at doing more next year. We had to limit numbers of children for intra-school competitions to make it manageable. At least 50% of KS2 children took part in one or more events.	We often struggle to get high levels of participation in competitive sport at afterschool events. This is often a barrier for working parents, transport etc. Often events offered are not within walking distance. We will work to consider hosting events on our school site.

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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	80% of Y6 children swimming 25m+, which is an increase from last year. We have started providing swim kits to children that need this through donations.	We struggle to get communication from the local pool regarding children's swimming achievements. However, we are using Swimphony.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	80% small increase from last year. Many children are swimming at a higher level than last year too.	We want this percentage to increase next year.
3. Perform safe self-rescue in different water-based situations	80%	We have been in talks with Harrogate School of Swimming to provide water safety talks next year following increases in water incidents with children.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Aim	Why?	Key Area	Supporting evidence
Develop staff confidence in delivering high-quality Real PE lessons.	We have had several new members of staff, and it is also a good refresher to others.	Increasing staff confidence, knowledge and skills in teaching PE and sport (CPD and training)	Staff reported it useful to see lessons modelled, felt able to ask questions and felt more comfortable adapting the lessons to suit the needs of their class.
Increase free-play physical activity at break and lunchtimes. Invest in physical play resources, as well as lunchtime active clubs.	Staff have noticed that children are requiring more support and direction at lunchtimes. Active play is limited at home for many children.	Increasing pupil engagement in regular physical activity and sporting opportunities	Children are regularly using outdoor physical equipment and playtimes are more productive. The number of playtime incidents have reduced significantly.
Celebrating children's success, progress, achievements and learning behaviours in sport and PE.	To inspire other children and to promote PE and sporting events that other children might like to get involved with.	Raising the profile of PE and sport across the school to support whole school improvement	Children are given school certificates and sporting achievements certificates in celebration assembly, both from school and their local clubs.
Make further connections with local club offerings, with equal opportunities for boys and girls	Making links to local clubs helps children's long term physical activity and creates healthy habits.	Offering a broader and more equal experience of a range of sports and physical activities, ensuring equal access for boys and girls	We had a range of physical activity club taster sessions including dance, golf, martial arts.
Get involved with a range of local competition offers at nearby schools.	We want more children to feel a part of a team and compete together.	Increasing participation in competitive sport	We took part in several competitions at Rossett School, and PE Ambassadors led circuits, dodgeball and football competitions.

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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*

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



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
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CPD 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
Evaluate	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: Ensure curriculum progression coverage



association for
PHYSICAL EDUCATION



	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)	Ensure curriculum unit overviews are consistent across year groups and clearly reflect curriculum intent and threads. Ensure teachers are confident in delivering the PE curriculum with clear skills progression and coverage.	Create and review all unit overviews to check alignment with whole-school curriculum threads and subject progression. Engage staff in Real PE whole school bespoke training. Complete a PE equipment audit to ensure that we have a complete set of resources for delivering the curriculum. Invest in restocking where necessary.	Staff have clear, consistent curriculum documentation that supports effective planning and delivery. Pupils experience a coherent, progressive curriculum regardless of class or year group, including adaptations for SEND/PP.	PE Curriculum Overview with NC and Real PE links created Real PE termly coaching with Real PE expert and PE Lead allowing for staff reflection and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Teachers more confident in delivering core PE lessons, along with gymnastics and dance.	Yes, teachers are given CPD with lessons modelled and supported, which they will then use in the future.	Staff timetabled termly sessions delivering PE alongside our Real PE coach.	Real PE Bespoke CPD £1050 PE equipment £839.85 Real PE subscription £695

Your objective: Increase inclusive physical play opportunities



association for
PHYSICAL EDUCATION



	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)	Increase pupil engagement and confidence in leading and joining in active free-play.	Reflect on opportunities for physical activity at lunchtimes, using playleaders and sports coaches to encourage inclusive physical play. Consideration of outdoor physical equipment available for children to engage with long-term.	Children making choices to get involved in physical activity in their free-play time with the support of adults and then using these skills independently too. More inclusive play with SEND, disadvantaged, girls/boys being active in ways to suit them.	Playleader registers Pupil surveys
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children from different year groups and backgrounds coming together to play different sports or games. Children taking responsibility for leading activities and encouraging their peers.	Children taking responsibility for physically active play and supporting/encouraging one another creates healthy long-term attitudes and habits.	Staff observing more positive physical play, children becoming more independent in managing conflict and resolution.	£5,000 for extra staffing, leading play. £3,000 active equipment.

Your objective: Celebrate the role of PE in school



association for
PHYSICAL EDUCATION



	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)	Celebrating and recognising the role that physical activity and sport has on learning behaviours in school and beyond.	Using PE Ambassadors to represent the pupil voice and be role-models to others. Having a parent PE Ambassador to represent the voice of parents' views around PE.	Children following the lead of children as role-models in school, being inspired to take part by learning the impact that physical activity and sport can have.	Pupil surveys School newsletter
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are really proud to share their achievements, leading to others wanting to take part and follow their lead. It is also good for staff to be aware of physical activity that children are taking part in to support, encourage and signpost others.	This has cost us nothing except time, so we will continue to recognise and celebrate PE and physical activity through assemblies and the PE ambassadors.	Pupil voice Photographs	

Your objective: Create links with local schools and sports clubs to promote long term PA



association for
PHYSICAL EDUCATION



	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)	Offer a wide range of physical activities and sports and create links to local clubs to support long-term physical activity.	Links with local schools hosting sporting events and competitions, such as dodgeball festival for all of Y4 at New Park Primary School, Panathlon for SEND at St Aidans High School, girls football tournament hosted by Rossett High School. Inviting in local sporting or active clubs such as golf, Urban Circus, martial arts clubs, dance clubs, girls football club links.	Children being familiar with other schools and sporting facilities, particularly those in KS2 that will soon be moving up to high school so that they can continue their active journey. Children joining local physical activity clubs, being active and making long-term connections.	Different sporting and active events booked through the year for taster days, and competitions throughout the year, particularly during sports week.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children speaking positively about their club experiences and being keen to share this. There has been a much bigger uptake of KS2 girls in active clubs which last year we identified as the least active group.	Yes, making links to local clubs means that children create long-term connections and positive attitudes. They then become advocates to share this experience with their peers.	Positive feedback from events. Children signing up to local clubs particularly Urban Circus, as well as dance as this is something different for children that may not be interested in typical team sports.	

Your objective: Increase swimming participation and progress



association for
PHYSICAL EDUCATION



	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)	All children in key stage 2 taking part in swimming lessons. At least 85% of children swimming 25+ by Year 5/6 and are able to self-rescue.	Pay for top-up lessons for any children still unable to swim in Y5/6 and contribute to all lessons for disadvantaged children. Invite in Harrogate School of Swimming to talk with the children about water safety. Provide swim kits and ask for preloved swimwear donations. Use surveys to ask parents and children about their swimming abilities and any contributing barriers to swimming that we can support with.	All children able to participate in swimming lessons as kit is available and a reduction in 'opting out'. The number of children able to swimming 25m+ and perform self-rescue to increase to at least 85%.	Swimphony swimming lessons records showing percentage of children swimming. Higher numbers of children engaging with school swimming lessons and extra-curricular swimming lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	A 10% increase in children able to swim 25m+ and perform self-rescue. We are still looking for local companies to donate swimwear.	This is a long-term process whereby children can donate and use preloved swimwear, and we hope to see an increase in uptake going forward. We need our local pool to use Swimphony to communicate children's progress more effectively.	Swimming numbers increased by 5% this year, we want this to improve further.	Add text here

This page has been left blank for any notes or supporting information.