



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)



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<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 Year 6 children reached the expected level for swimming in July r 2025. This included children with SEND and who are classed as disadvantaged. <i>(Due to our low cohort numbers, we will not be disclosing information which could easily identify individual children.)</i>	Children refusing to attend swimming lessons and being unable to complete the assessment.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

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	Standards in PE continued to be improved and PE continued to be a top subject for the children as cited in the annual pupil voice questionnaire.	Lack of facilities in the wet weather due to flooding on our field. We resorted to cordoning off part of the car park.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Providing children with an eclectic timetable of physical activity has increased the children's engagement and enjoyment in sport. Children who choose to be active and see the importance of physical activity. Higher proportion of children who engage in physical activity outside of school and are trying different sports like skiing, athletics, cycling.	Costs of transport – price of petrol
3. Raising the profile of PE and sport across the school, to support whole school improvement	Weekly forest school with clear progression of skills using tools and mental wellbeing from Nursery to Year 6. Improving physical development opportunities for all children by ensuring timetabled gross and fine motor skill activities on Friday pm and Monday am to combat sedentary lifestyles at home.	

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	All KS2 children had a wider access to a range of sports to trial. We have equal number of girls and boys so all were included equally.	The offer for KS1 provision wasn't as diverse with ball skills being the prominent focus.
5. Increasing participation in competitive sport	Cross country opportunities for individuals to shine, and they did!	There was no opportunity for competitive groups sport with other schools due to low cohort numbers.

Aims for the next academic year (2025/2026)



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<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 children achieved the expected level for swimming 25 metres in July 2026. 100% of the children were able to perform self-rescue in different water-based situations. This included children who are classed as disadvantaged. <i>(Due to our low cohort numbers, we will not be disclosing information which could easily identify individual children.)</i>	Costs impact of travelling to the swimming pool. Also, there has been an increase in the number of children in the lower school who are not on target to reach the expected level when they reach Year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Your objective:



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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 introduce and explore opportunities for competitive teams sports.	Joined the Lancaster and Morecambe Sports Network as a small school.	Opportunities for children to compete in teams sports.	Attend events throughout the year.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The opportunity to join a tournament with a team of Year 5 and 6 children.	Changes in packages for all schools has seen an increase for events and coaching. For a small school the impact of this could mean that the full offer accessed had if we cannot rejoin next year.	Attended a Tag Rugby tournament with a team of all Year 5 and 6 children.	25/26 price £850

Your objective:



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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)	Improve the physical development of all children and increase the opportunities for extra-curricular activities	Daily timetabled access to physical development for both gross and fine motor improvement from Nursery to Year 6. Wider range of extra-curricular providers	Less sedentary lifestyles. Improvement in both gross and fine motor skills. SEND and disadvantaged children accessing a wide range of extra-curricular activities	To gain stamina for physical activities. Experience of accessing more activities
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Stamina for walking to and from forest school has increased. Ability to compete in sporting events. More children attending cross country events.	Yes, they are built into school timetables. Funding for further extra-curricular activities is needed to continue.	Quicker transition times between school and forest school. Improvement in ball skills which allow children to be able to compete. More children attended the cross country event. More children accessing extra-curricular activities	£9106.86

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To increase the confidence of all staff to deliver high-quality PE sessions covering a range of skills and sports.	Using PE teacher from the local high school to support PE sessions and to team teach alongside current staff.	Confidence development in delivery of skills and PE curriculum.	Monitoring the curriculum and the assessment impact of individual children.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Confidence in teaching a wider range of sports to all children. Ways to adapt learning to support inclusivity.	Yes- alongside continued support and CPD	Staff who are confident to pose challenge and extend skills further.	£2599.31