



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



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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?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>All Year 6 students accessed swimming lessons. Some children were able to swim competently, confidently, and proficiently over a distance of at least 25 metres. This initiative was successful, as it provided every child with the opportunity to achieve this essential life skill, promoting their overall physical development and confidence in water.</p>	<p>Despite efforts to ensure all children swim competently, confidently, and proficiently over a distance of at least 25 metres, not all students achieved this goal. Supporting evidence indicates that factors such as varying levels of prior experience and access to swimming facilities contributed to these outcomes.</p>
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>The use of a range of strokes, including front crawl, backstroke, and breaststroke, was effectively demonstrated during swimming sessions. Many children exhibited progress, supported by evidence of increased confidence and the application of prior skills. This positive development highlights the impact of tailored instruction and encouragement in enhancing students' swimming abilities.</p>	<p>Despite efforts to teach a range of strokes effectively, including front crawl, backstroke, and breaststroke, not all children achieved proficiency. Evidence indicates that some students struggled with technique and confidence in the water, highlighting the need for targeted support and additional resources to enhance swimming outcomes.</p>
<p>3. Perform safe self-rescue in different water-based situations</p>	<p>Most children demonstrated progress in performing safe self-rescue in various water-based situations. Evidence collected through practical assessments and observational records indicates that students effectively applied learned techniques, enhancing their confidence and competence in aquatic environments.</p>	<p>In assessing the ability to perform safe self-rescue in various water-based situations, it was noted that not all children achieved the expected outcomes. Supporting evidence indicates that a lack of confidence and prior experience contributed to these challenges, highlighting the need for targeted interventions and additional support in future sessions.</p>

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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<ul style="list-style-type: none"> Where available, teaching staff are always in the lesson for CPD – co-teaching taking place. Increasing number of teachers are teaching P.E within the school, PE passport means it is consistent. All teachers have access to planning resources so that they feel confident delivering PE lessons. We can now assessed E throughout the school consistently and progress can be tracked. PE leads attended the PE lead days to help with CPD and to feed back to others. 			<ul style="list-style-type: none"> Staff meeting did not take place to help with confidence of teachers.
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>What went well</p> <p>1. Competed in more events than the previous year.</p> <p>2. Had an increase of Year 1 children competing in events.</p> <p>3. Had an increase of Year 2 children competing in events.</p> <p>4. Had an increase of Year 3 children competing in events.</p> <p>5. Had an increase of Year 4 children competing in events.</p> <p>6. Had an increase of Year 5 children competing in events.</p>	<p>23/24</p> <p>1. 32</p> <p>2. 6</p> <p>3. 10</p> <p>4. 12</p> <p>5. 43</p> <p>6. 77</p> <p>7. 102</p> <p>8. 11</p>	<p>24/25</p> <p>1. 46</p> <p>2. 14</p> <p>3. 18</p> <p>4. 26</p> <p>5. 65</p> <p>6. 83</p> <p>7. 153</p> <p>8. 16</p>	<p>Not focused on SEN and Pupil Premium for data.</p> <p>Not every year had 2 hours of PE through out the year.</p> <p>Didn't complete wake up shake up for KS2 in summer term.</p>

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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<ul style="list-style-type: none"> The PE stockroom was equipped so that the teachers were able to teach all sports using the required resources. A variety of ball sizes, suitable for different age groups, are available. Anything damaged equipment was replaced Extra money was spent on making sure we had the right equipment for children with SEN within our school so they can participate within PE sessions. PE team continually assessed the Sports Provision at Moorside to develop opportunities for the children to engage more with sport by aspiring to achieve at least Silver Sports Mark. Sport coach ran a sport league at lunchtimes to promote our school values within sport. Sports leaders came did extra sessions of PE to help team KS1 more fundamental skills. EYFS club to promote support transition to KS1. 	<ul style="list-style-type: none"> PE team didn't lead a staff meeting with all Key stages.
<p>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</p>	<ul style="list-style-type: none"> We provided further opportunities for children to take part in competitive sports in after school clubs. Clubs are offered across Key Stages and to all abilities of children. Children can only access one club each term to allow for as many children as possible to attend. EYFS had a first ever after school club lead by two PE leads. Had girls only clubs in KS2 	<ul style="list-style-type: none"> Didn't have any specialist SEN clubs to help them have specialist provision. Didn't have specific girls only clubs in KS1. Still had less clubs for KS1. Didn't track if children only came to one session.

Aims for the next academic year (2025/2026)

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

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
To ensure staff engage with high-quality, targeted CPD, coaching support and utilisation of clear curriculum guidance.	High-quality PE depends on confident and knowledgeable staff. Improving staff expertise will lead to better lesson delivery, improved pupil outcomes and a more consistent approach to PE across the school.	1 – Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.	Last year’s review identified variation in staff confidence when teaching different areas of the PE curriculum, with some staff relying heavily on external coaches rather than leading lessons independently.
To increase the number of pupils who are regularly active by providing more structured, inclusive and motivating opportunities for physical activity during lessons, breaktimes, lunchtimes and after school.	Regular physical activity improves pupils’ physical health, wellbeing, concentration and behaviour. Increasing activity levels also supports pupils who are currently less active or reluctant to take part.	2 – Increasing engagement of all pupils in regular physical activity and sporting activities.	The review showed that while many pupils engaged well in PE lessons, some groups – including inactive, SEND and disadvantaged pupils – did not consistently access extra physical activity opportunities.
To raise the profile of PE, school sport and physical activity so that it contributes positively to pupils’ wellbeing, behaviour, attendance and the wider life of the school.	When PE and sport are valued across the school, pupils are more motivated to take part and staff are more likely to support and promote healthy, active lifestyles.	3 – Raising the profile of PE and sport across the school, to support whole school improvement.	Although PE was delivered regularly, it was not always celebrated or linked clearly to whole-school values, assemblies or rewards, limiting its wider impact.
To provide all pupils with access to a broad, balanced and inclusive PE and sport offer that enables boys and girls, including SEND and disadvantaged pupils, to experience a wide range of activities.	A wider range of sports increases the chance that every pupil finds something they enjoy, helping to improve confidence, participation and lifelong engagement in physical activity.	4 – Offering a broader and more equal experience of a range of sports and physical activities to all pupils.	Last year’s provision focused mainly on a limited number of sports, meaning some pupils, particularly girls and less confident participants, were less motivated to engage.
To increase the number of pupils taking part in competitive sport by expanding intra-school and inter-school competitions and providing pathways for all abilities.	Competition builds confidence, resilience, teamwork and school pride. Inclusive competition ensures that all pupils, not just the most able, can represent the school and experience success.	5 – Increasing participation in competitive sport.	The review highlighted that competitive opportunities were limited and mainly accessed by a small group of pupils, meaning many missed out on representing the 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 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)

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 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
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

Objective: To ensure staff engage with high-quality, targeted CPD, coaching support and utilisation of clear curriculum guidance.



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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 ensure all staff feel confident and competent to deliver high-quality PE lessons across all areas of the curriculum	<ul style="list-style-type: none"> • Provide targeted CPD for teachers and teaching assistants • Use specialist coaches to model high-quality teaching • Provide clear schemes of work and progression documents • Enable staff to team-teach and observe good practice 	<ul style="list-style-type: none"> • Improved quality and consistency of PE lessons • Increased staff confidence and reduced reliance on external coaches • Better pupil progress across all PE units 	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Objective: To increase the number of pupils who are regularly active by providing more structured, inclusive and motivating opportunities for physical activity during lessons, breaktimes, lunchtimes and after school.



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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 number of pupils who take part in regular physical activity during and beyond the school day.	<ul style="list-style-type: none"> • Introduce active play and sports leaders at break and lunchtimes • Provide targeted clubs for inactive and less confident pupils • Increase access to extra-curricular clubs • Promote daily physical activity through school initiatives 	<ul style="list-style-type: none"> • More pupils engaged in daily physical activity • Improved fitness, behaviour and wellbeing • Reduced numbers of inactive pupils 	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Objective: To raise the profile of PE, school sport and physical activity so that it contributes positively to pupils' wellbeing, behaviour, attendance and the wider life of the school.



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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 ensure PE and sport are valued and celebrated across the whole school community.	<ul style="list-style-type: none"> • Celebrate sporting achievements in assemblies and newsletters • Display PE and sport outcomes around school • Link PE to school values and rewards • Promote events such as sports days, competitions and active challenges 	<ul style="list-style-type: none"> • Greater pupil enthusiasm for PE and sport • Increased participation in activities • Stronger links between sport, wellbeing and school culture 	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Objective: To provide all pupils with access to a broad, balanced and inclusive PE and sport offer that enables boys and girls, including SEND and disadvantaged pupils, to experience a wide range of activities.



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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 ensure all pupils, including girls, SEND and disadvantaged pupils, can access a broad and inclusive PE and sport offer.	<ul style="list-style-type: none"> • Offer a wider range of sports and physical activities • Adapt activities and provide equipment for SEND pupils • Target underrepresented groups for clubs and activities • Monitor participation data by group 	<ul style="list-style-type: none"> • Increased participation from girls and disadvantaged pupils • Greater confidence and enjoyment in PE • A more inclusive and balanced sports offer 	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Objective: To increase the number of pupils taking part in competitive sport by expanding intra-school and inter-school competitions and providing pathways for all abilities.



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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 number of pupils taking part in intra-school and inter-school competitive sport.	<ul style="list-style-type: none"> • Enter more competitions through the School Games • Introduce inclusive intra-school competitions • Provide training and support for teams • Ensure competition opportunities exist for all abilities 	<ul style="list-style-type: none"> • More pupils representing the school • Increased confidence, teamwork and resilience • A stronger competitive sport culture 	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here