

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	100% of Y5 pupils attended the core swimming lessons at Chilterns Lifestyle Centre. Swimming lessons delivered by centre teachers and supported by WSD teachers.	No time in school year to deliver any top-up lessons for those that did not meet the target.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	As above – all Y5 pupils received specialist, expert teaching.	Top-up lessons could have increased percentage of successful swimmers.
3. Perform safe self-rescue in different water-based situations	As above – all Y5 pupils received specialist, expert teaching.	Top-up lessons could have increased percentage of successful swimmers.

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	Workshops from Dan the Skipping Man increased staff confidence in supporting skipping at breaktimes. Diwali dance workshop exposed both teachers and students to new forms of dance, which have helped teachers when planning dance units. First Touch Football girls' football club increased participation in sport for girls. Rugby coaching increased staff confidence when teaching rugby.	Sustainable impact of skipping – more resources needed to ensure that this can impact active breaktimes long term.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	First Touch Football increased participation in sport for girls across the school. Increased numbers of pupils took part in competitive cross-country running.	No opportunity for competitive boys' football this year.

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	Sporting workshops raised the profile of different sports such as rugby and skipping. Links with Amersham and Chalfonts Hockey club offered experience of a new sport to Y4 pupils.	Sustaining impact of workshops through follow-on events.
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	Girls' football club offered increasing participation for girls' sport. New athletics club offered equal access for boys and girls.	Ensure both boys and girls have opportunities for competitive club based sports, eg football and netball.
5. Increasing participation in competitive sport	More pupils took part in competitive cross-country running this year. All pupils participated in local school sports' festivals at least three times per year.	Work with sports network to increase range of sports available.

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*

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	Increase pupil activity in lesson time, preventing children from being sedentary for the full hour of each lesson.	StormBreak activities to encourage pupils to be active during lessons, providing active breaks and learning opportunities in non-PE lessons.	Active breaks during lessons, where children are encouraged to use exercise as a means of supporting them to concentrate and focus in lessons.	StormBreak website provides case studies of how StormBreak an positively impact on learning attitudes in school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Teachers are confident in using StormBreak to add active breaks in lessons. Children enjoy StormBreaks as a means of breaking up sedentary parts of the day.	Teachers now have a range of tools which they have learnt and can use regularly to encourage physical activity during lessons.	StormBreak website tracks how often year groups have used activities. Pupil and teacher voice show that they enjoy the StormBreak activities.	£550 for access to StormBreak website and resources.

Your objective:



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)	Support teachers and teaching assistants in delivering occupational therapy activities for pupils who are less able to join in physical activity.	Access to training for teachers and teaching assistants in occupational therapy, alongside a range of resources to support delivery of occupational therapy interventions for pupils.	All pupils identified by the SENDCO have access to a range of occupational therapy treatments to enable them to improve hand-eye coordination and access to regular PE lessons.	Fundamental movement skills (running, jumping, throwing, catching, balancing) underpin success in PE. Research indicates that therapeutic motor interventions, including those delivered by occupational therapists, can improve these skills.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	SEND pupils access occupational therapy interventions as required and are becoming more confident when taking part in PE due to increased confidence in fundamental movement skills.	Staff are trained in how to deliver occupational therapy activities and have started to use some of the intervention skills in curriculum PE lessons.	Training records of teachers and Tas. Observation of OT interventions by SENDCO and SLT.	£2310 for OT training course.

Your objective:



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)	Continue to ensure that all pupils experience at least three competitive sports festivals throughout the school year.	Membership of local school sports partnership and attendance at all festivals. Continuation of cross-country running events at weekends. Engagement in QuadKids festivals for Y5 & 6	Every pupil participates in at least three sporting festivals throughout the school year. Talented pupils are identified and able to compete at high levels – county and national competitions.	Competitive sport gives children opportunities to experience both success and failure in a supportive environment. Learning to manage disappointment, persevere after setbacks and strive for improvement are important aspects of resilience.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All classes have attended at least three sporting festivals throughout the year. WSD children competed in the local and county finals for QuadKids. WSD pupils qualified for the national championships in cross-country.	Provided the school sports partnership continues to offer festivals, WSD will continue to attend. WSD will enter QuadKids again in 2026-27. Cross-country remains a staple of the WSD offer.	Increased participation in cross-country running. High levels of turnout for “qualifying” events for QuadKids shows determination of WSD pupils to succeed.	£2625 – membership of sports partnership £900 - Travel costs £80 – entry fees £1000 – supply teacher costs to allow teachers to attend

Your objective:



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)	Improve active breaktimes at WSD. Encourage pupils to take part in more structured activities at break and lunchtime, led by both MDS and pupil leadership team.	Provision of active breaktime resources for use by the MDS team and play leaders. SLT leadership of the play leader team to encourage development of the activities on offer at break and lunchtime. Existing resources such as the trim trails are repaired and brought back to full used.	Increased participation in structured play. Increased confidence in play leaders. Reduction in and behavioural issues at break or lunchtime.	Opportunities to access structured play at breaktimes ensure that pupils remain active and focused during less-structured parts of the day, where other behavioural issues sometimes arise.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	New resources and games have encouraged more children to use the play leader area. SLT management of play leaders has ensured that they feel confident and able to lead the games effectively.	There is now a bank of activities and games for play leaders to use at break and lunch times which may be used in subsequent years. Trim trail repairs will last multiple years.	Play leaders report that they are confident when running activities. Pupil voice shows that they enjoy playtimes and that they have things to do at breaktimes.	£4000 – repairs of trim trail £3000 – active play time resources

Your objective:



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)	Develop staff confidence when teaching curriculum PE.	External coaches to team-teach and support delivery of dance, netball and football alongside WSD teachers.	WSD teachers are confident in delivering PE lessons independently in subsequent years.	Teacher confidence improves when having the opportunity to work alongside and observe the work of expert teachers.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Teachers are confident in team teaching lessons alongside expert coaches. Children enjoy the lessons more.	Teachers have observed and absorbed both ideas and skills from the expert coaches to take into next years' planning and delivery of lessons.	Teacher and pupils voice share that PE lessons are high quality. Teacher voice shows that they are more confident in delivering activities.	£1280 – external coaches to support delivery of PE lessons

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