





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

- 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)

- 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.*

Swimming and Water Safety	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	**67% of pupils in year 6 can swim 25 metres.** Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. We will support students with a swimming festival & water confidence activities.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	**68% of pupils in year 6 can use a range of strokes effectively.** Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. We will support students with a swimming festival & water confidence activities.
3. Perform safe self-rescue in different water-based situations	**76% of pupils in year 6 can perform safe self rescues.** Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. We will support students with a swimming festival & water confidence activities.

Review of the last academic year (2024/2025)

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	Throughout the year non-specialist staff including TAs have been mentored by specialists. Rugby and gymnastics CPD for non-specialists ensured that **100% of staff** felt more confident in teaching these activities. The quality of Physical Education has also increased from 80% to 90% of all lessons being delivered were high quality. Pupil voice data rose even further from 85% of enjoy PE lessons to 90%. As a result of a clear focus on teacher CPD and a new curriculum implemented, pupil attainment data rose from Year 5 17% to 47% achieving expected or above, year 6 36% to 65%.	It's great that 75% of staff now feel confident to enjoy delivering high quality Physical Education but we need this to apply to all staff. A change in staffing this year has also affected this. Professional discussions, student voice and 'book study'. Continue to monitor and provide additional CPD.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Following student voice suggestions we developed the opportunities for all pupils to engage in physical activity at lunchtime and playground leaders continue to target students to get them active. 80% of pupils have been celebrated as lesson champions each lesson and half termly as PE champions and then promoted on PE noticeboards and student are praised weekly in special mention assemblies.	Next year we will continue to develop the area of lunchtime provision, using pupil responses and needs identified. Students report that they like to 'chat and have their lunch with friends' instead of attending lunchtime clubs. By providing physical activity clubs which are geared to be on more of a social such as 'Just Dance' we hope to attract more participants at lunchtimes. Skipping is also popular so we will develop this activity area.

Review of the last academic year (2024/2025)

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	Achieved Platinum national recognition for the good work of the school (School Games) and achievements in PE. Continued promote participation in a range of sports and physical activities regularly, publicising events and achievements. Ran a club links evening to bring together schools, pupils (and their families), local sports enthusiasts, clubs, and communities. Use of social media, school newsletter, special mentions assemblies, noticeboards, staff meetings.	Club links evening wasn't as well attended by parents as hoped. Student interest was good, but we would like to build on this by targeting individual students and parents to increase numbers attending local clubs. Evidence shown in promotion, participation numbers and photographs.
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 **Extra-curricular Club** **%** Year 5: 66/88 — 75.00% Year 6: 66/91 — 73.00% Year 7: 67/89 — 71.00% Year 8: 78/108 — 88.00% **Extra-curricular clubs** SEN: Year 5 17/22 — 82.00%; Year 6 30/30 — 37.00%; Year 7 14/19 — 42.00%; Year 8 24/31 — 58.00% PP: Year 5 24/25 — 55.00%; Year 6 34/35 — 49.00%; Year 7 25/31 — 58.00%; Year 8 28/33 — 67.00%	All KS2 pupils have at least 2hrs of curriculum PE per week providing a broad and balanced PE curriculum based on pupil enjoyment, developing key skills & increasing fitness. Boys and girls are taught the same activities and given the same enrichment opportunities. Local specialist coaches employed to encourage students to attend local sports clubs and ensure pupils are able to take part in competitive sport. (Gymnastics & Rugby)	Need to increase number of boys taking part in netball and rounders through involvement in extra-curricular clubs so can compete in mixed competitions. Need more girls to take up rugby in after school club.
5. Increasing participation in competitive sport	Numbers of boys and girls competing and attending after school clubs has increased. Case study and Platinum write-up highlighting all success from broad range and high number of competitions entered. Registers, social media, school newsletter, special mentions assemblies	Lunch time clubs are not as well attended and is a target for next year. Increase the inter-house opportunities and choose activities identified during student voice. Use the sports council to help promote these events and target students in their classes.

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

Swimming and Water Safety	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	68% Slightly lower but still good progression from where the students started with regards to ability and water competence.	Issues with change of swimming teacher part way through the year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	65% of students developed their range of strokes. Again individuals made good progress from their start point. Running the swimming festival and water safety at Astbury dramatically improved students confidence in water and range of strokes.	Issues with change of swimming teacher part way through the year.
3. Perform safe self-rescue in different water-based situations	74% Students learnt the 'Float to Live' technique and this was learnt at school in lessons. Lessons provide by RNLI.	

Plan, monitor and evaluate (2025/2026)

- 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

Your objective:

	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 all staff receive tailored CPD to ensure that they feel confident to teach High Quality Physical Education lessons.	For PE staff to access bespoke CPD to enhance knowledge and practice. Target gymnastics, athletics yoga. Professional development provided using specialists to teach collaboratively and monitor non-specialist staff during lessons. Use of GETSET4PE to provide clear resources which enable clear progression in lessons. Videos for teachers to watch textbook performance of skills. Videos recorded by specialists to be used. Monitoring of teachers, feedback given to improve lesson delivery and skill development to provide high quality education for students within PE.	Through robust monitoring see that all students are enjoying lessons and the individual needs of all students especially SEN. Through professional conversations that non-specialists feel confident in teaching high quality Physical Education in all activities.	Lesson observations and feedback, professional discussions, team teaching, student voice, 'student curriculum review studies', whole school learning walks.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Non-specialists are teaching PE lessons in line with the standards set by specialists. Lessons follow the school pedagogy model based on Rosenshine's principles of instruction.	Although we have had a change of staffing due to maternity cover, three of our non-specialists will be part of the PE team for the next academic year. The two specialist teachers will continue to monitor and provide CPD training along with outside agencies to further develop all teacher training and lesson quality.	98% of students enjoy PE lessons either the majority of the time (activity specific) or all of the time. Student attainment has increased from 35% baseline to ____%.	

Your objective:

	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 student confidence with a focus on girls, when taking part in lessons, leadership, extra-curricular activities and inter-school competitions.	Use of sporting role models videos and examples during lessons which are gender specific, lesson champions, celebration of achievements, social media write-ups, school newsletter, articles in the local community magazine 'The Biddulph Times'. Sports council meeting and feedback, student conversations, gender specific meetings.	An increase in the number of students taking part in enrichment activities, with a focus on girls. An increase in the number competing for the school.	Excel spreadsheet updated by staff – data for club, intra & inter-school participation/ pupil voice/extra-curricular timetables / Staff CPD evaluations / sports council discussions / Parent feedback / School Games Mark
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	An increase in the number of students attending after-school clubs has risen, including rugby, cricket and football.	Extra-curricular clubs are sustainable, led by specialists and by TAs being upskilled to confidently lead clubs in the next academic year. Training will continue. All PE teachers have used resources and targeted students to develop student role models. The number of sports leaders in particular girls has risen and so the transition of students from our first schools to JB middle school will be smoother and clear role models present.	Data on arbor showing lesson champions, celebration of achievements on social media, school newsletters and articles in the local community magazine 'The Biddulph Times'.	

Your objective:

	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 play provision to increase activity for least active groups and increase girls attendance at lunchtime clubs. Increased engagement of less-active pupils through running low stakes activities such as huff and puff and ran by TAs. We aim to meet the Chief Medical Officer guidelines recommendation of 60 minutes of physical activity per day.	Young Leaders training as part of the PE curriculum as a half term block of work. Monitoring of playground leaders, targeting students to lead who need additional support to increase self-esteem and confidence and to improve their social skills. Use student voice results to introduce sports activities that are identified. Train TAs to run enrichment activities to increase the amount of activities on offer. Have 'Skipping Ninja' to promote skipping with all KS2 students and leaders to run activities at lunchtime to include a skipping ladder and circuit. Purchase ropes.	An increase in the number of students physically active at lunchtimes. To see students developing their social skills and working with each other when playing French skipping and long rope skipping. To see student fitness levels increase.	Lunchtime observations, student voice/questionnaire, feedback from playground leaders and lunchtime staff. Increase of student fitness in lessons.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	An increase in the number of students wanting to lead playground leaders at lunchtime. Playground leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. An increase in the number playing with skipping ropes and having fun. More girls taking part in yoga & just dance lunchtime	Leaders and school staff trained up by the skipping ninja can use the same training during the young leaders block of work within the curriculum. Playground leaders can train younger leaders during lunchtime. The purchasing of skipping ropes, individual, long ropes and French skipping elastics this year will ensure this continues. The activity is used in First School festivals for transition purposes, ensuring students are familiar with the activity before they arrive at JBMS.	Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan.	Add text here

Your objective:

	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 student water confidence to increase swimming data and ensure student water safety.	Target students during swimming lessons. Running a **Year 6 Swimming festival** will improve students' **water confidence** and **water safety skills** in a fun, inclusive, and structured environment. T Repeated exposure in a supportive environment helps overcome fear and builds trust in their ability. The running of an **Educational Water Sports Visit to Astbury** organised and available to all pupils in order to provide a broader enhanced curriculum experience will support and further develop the benefits highlighted above.	An increase in the numbers of students able to swim 25m, able to swim a range of strokes and perform safe self-rescue in different water-based situations	Swimming data, photographs, student voice and feedback, staff feedback, parent feedback, social media, newsletters and write-ups in 'The Biddulph Times'.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	An increase in the number of students who feel confident in water, 90% of students were engaged in both events. Illness, injury or absence affected figures. 100% of those that attended said they enjoyed the event and felt more confident.	PE specialists ran the swimming festival at the local leisure centre. If necessary parents can be asked to contribute to costs to run the event and fund raising can be completed.	Annual PE questionnaire stating figures and opinions of all students who participated following the events.	Add text here

Your objective:

	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)	Developing provision and engagement of students in **intra-school competitions** will increase the number of students taking part within competition. Increase numbers **inter-school competitions.** Increase the confidence of staff to lead new clubs. (See Objective 1)	Whole school competitive sports day and running and alternative Fun Sports day will ensure that all students are engaged and enjoy competing as part of team within the house system. Broaden the offer through collaboration with the school sports council/ sports captains. The use of local specialist coaches will encourage students to attend local sports clubs and developing the opportunities to take part in competitive sport at an area level.	To improve teamwork skills and develop a students sense of identity within the school community. Increase the number of staff involved in running extra-curricular clubs and provision to increase participation numbers and fulfill the individual needs of more students.	Excel spreadsheet updated by staff – data for club, intra & inter-school participation/ pupil voice/extra-curricular timetables / Staff CPD evaluations / sports council discussions / Parent feedback / School Games Mark
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	High extra-curricular attendance. (____%) attended extra-curricular clubs or took part in competitive fixtures last year. The school had 40 different sports teams representing the school and delivered 30 extra-curricular clubs for pupils to access. This is an increase of 5 sports clubs. Three additional TAs now deliver extra-curricular clubs.	All staff apart from one club are ran by internal staff which ensures this is sustainable. Costing may be an issue for those Tas who work outside their employment hours.	The number of students engaged has risen as seen on the participation tracker. Three new staff are now delivering clubs. There is an increase in the amount of boys competing in rounders and Bee netball. There is an increase in girls taking part in rugby and football.	Add text here

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