



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



Commissioned by



Department
for Education

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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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- 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	Swim competently, confidently and proficiently over at least 25 metres 71%	A review of swimming provision identified the need for further catch-up opportunities for pupils who do not meet the expected standard by the end of Key Stage 2. The school will continue to develop its approach to ensure this is effectively addressed moving forward.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Use a range of strokes effectively 71%	A review of swimming provision identified the need for further catch-up opportunities for pupils who do not meet the expected standard by the end of Key Stage 2. The school will continue to develop its approach to ensure this is effectively addressed moving forward.
3. Perform safe self-rescue in different water-based situations	Perform safe self-rescue in different water-based situations 60%	A review of swimming provision identified the need for further catch-up opportunities for pupils who do not meet the expected standard by the end of Key Stage 2. The school will continue to develop its approach to ensure this is effectively addressed moving forward.

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	The implementation of the new Getset4PE Scheme went well, through staff surveys we found that more staff were confident at delivering and assessing PE skills. Some CPD offered within school time (staff training) and ECTs sent on external courses.	More training throughout school would be beneficial in specific subject areas e.g. gymnastics due to lack of confidence.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Regular PE delivery (2 hours per week) Playground Leaders trained to deliver Physical Activity at break and lunch times. Two football clubs set up to increase participation particularly with girls.	Stronger set up for Playground Leaders with LTS link required for greater success. Offer more variety of external clubs.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Implementation of the new scheme went well both staff and pupil enthusiasm was seen in observations and surveys. More uptake from girls football. Started to see some engagement from playground leaders.	Playground leaders to have higher profile and set zone/playground area to increase impact and participation.
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	New scheme offered progression across different year groups and a wider range of sports offered. After school clubs linked to the SSP / School Games resulting in a wider range of sporting opportunities.	Playground leaders to have higher profile and set zone/playground area to increase impact and participation. Further feedback required to cater for wants and needs of other sports or to upskill teachers.
5. Increasing participation in competitive sport	More football opportunities. Cricket Festival. Dodgeball tournament. Cheerleading competition. Intra School competitions. Fitmas.	Further intra-school and inter-school competitions. Look into further opportunities to take children to sporting events. Raise profile and engagement of FITMAS.

Aims for the next academic year (2025/2026)



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- 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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*
 - 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	Took two year groups swimming. Set up a space for data management and to know target children. Current Y5 as of July 2026: 25m: 55.4% Current Y6 data as of July 2026: 25m: 75%	Barriers for certain children attending. Need to explore further opportunities for top-up in Y6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All Year 4 and 5 children attended 8 week of lessons to develop strokes. Current Y5 as of July 2026: Strokes: 62.7% Current Y6 data as of July 2026: Use of strokes: 62.5%	Barriers for certain children attending. Need to explore further opportunities for top-up in Y6.
3. Perform safe self-rescue in different water-based situations	All children who attended swimming lessons were provided with a safe self rescue week. Current Y5 as of July 2026:	Barriers for certain children attending. Need to explore further opportunities for top-up in Y6.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To support the development of a new PE curriculum	Old curriculum felt dated and did not teach all the fundamental skills needed. Teacher felt that the lesson plans were long or did not progress children as much as hoped.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. 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 Raising the profile of PE and sport across the school, to support whole school improvement	Get set for PE programme Equipment to be able implement the new curriculum Observations to look at initial implementation of Get set for PE Staff questionnaires to assess how they feel about the new PE Curriculum
Ensure disadvantaged children access sports clubs as an after school enrichment activity.	We had a whole school initiative for equal access across all year groups to physical activity.	Increasing engagement of all pupils in regular physical activity and sporting activities Increasing participation in competitive sport Raising the profile of PE and sport across the school, to support whole school improvement	After school sports clubs are offered to PP children first and are subsidised by school. Friday extra enrichment club offered to pupils.
Develop Playground leader role	Whole school initiative to increase physical activity and try to increase participation in games. Try to increase participation of PP/EAL/SEND pupils.	Increasing engagement of all pupils in regular physical activity and sporting activities 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	Playground leader training funded as part of Solihull schools' partnership. Work with Lunchtime supervisors
Staff CPD	Staff needed to feel more confident with the PE scheme and the delivery of lessons and were consulted to allow appropriate CPD delivery.	Raising the profile of PE and sport across the school, to support whole school improvement	ECT training, PE lead CPD, PE lead inclusion course- inclusive PE e-learning module. Whole school Get Set training (x2 sessions)
Buying high-quality resources for the teaching of P.E and to meet the standards of National Curriculum	To ensure our PE offer could be met and to meet the needs of our new curriculum that was being embedded.	Increasing participation in competitive sport	Buy new products to ensure all PE lessons are well-resourced and children can access high-quality PE lessons with enough resources.

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)



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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:



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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)	Further refine knowledge and skills to ensure clear steps of progression across gem and year groups, including vocabulary.	Updated the progression maps for the new Cycle A/B and for the new GetSet4PE scheme. Learning walk in Autumn term. Staff survey sent out to help identify needs of staff now they are settled with the new scheme.	Confident teachers delivering high-quality PE lessons twice a week. Vocabulary seen used in a range of lessons by staff and pupils.	From observations saw key vocabulary from the progression documents being used.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are engaged in lessons. Use of key vocabulary observed by staff and pupils in lessons - links to previous learning have also been made.	With the continued use of the scheme next year and further refinements to the progression documents - aim is to develop use and understanding of key terminology and physical literacy.	Observations. Staff surveys. Childrens survey / pupil voice.	Get set 4 PE: £695

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)	Create a playground zone for playground leaders to run their sessions.	training for playground leaders. Meeting with leaders to discuss role, and show equipment cupboard and zone on playground. Meetings, training and discussion with LTS about roles, zones and the implementation of playground leaders. Once playground markings had been completed zone was more clear to children.	Higher participation in physical activity at break and lunch times. Leadership opportunities for young children.	Discussion with LTS Observations at break and lunch times.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	As soon as playground leader time table was put together the LTS began to run sessions. Clear increase in participation observed by teachers and LTS. Some playground leaders have earned badges and stickers for running sessions, celebrated in assembly.	Playground markings should last. Equipment is stored away safely, only accessed by staff to support sessions and ensure it is looked after.	Observations. Discussions with teachers on duty, LTS and pupils.	Playground Markings: £5352 Other PE and Playground equipment and markings/barriers for the field: 2292.40

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 school wide participation in physical activity and school sport over the next year.	Introduce after school clubs, available for all children, including mixed in gender. Premier Education and JET cheerleading to come in and deliver clubs. Premier Education to communicate with PE leaders to ensure clubs run alongside PE curriculum and also children's interest.	A large uptake of clubs across the board. High %s of SEND, PP and girls targeted in particularly.	Registers for clubs. Attending some sporting competitions from these clubs - cheerleading and football.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	78 sessions with premier Education - percentage increase of the number of pupils attending throughout the year. Lowest percentage in November 35% compared to over 60% in Summer 1.. High and consistent uptake and attendance to football club - at capacity with waiting list.	Continuation of clubs is sustainable as long as there is funding to support external companies coming in to help deliver alongside staff delivery. Pupil voice for clubs also allows for larger uptake to continue throughout the year. Charges for clubs may need to continue, but we will not want to do this if it becomes a barrier for access.	Registers for clubs. Attending some sporting competitions from these clubs - cheerleading and football.	Premier education - £5280.60 South Solihull Sport membership: £3580.00 Get Set 4 PE: £695 Specific equipment: £1549.84

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)	Increase number of children attaining swimming standards over the new few year - by 2028.	All Year 4 and 5 pupils to attend 8 weeks of swimming lessons. This will repeat the next year so that the current Year 4 children will have 16 weeks of swimming across the two years.	A higher % of children achieving the swimming standards and a consistency of attendance during swimming sessions.	Data from swimming compare to current Year 6 cohort.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Current Y5 as of July 2026: 25m: 55.4% Strokes: 62.7% Self rescue: 62.7% Current Y6 data as of July 2026: 25m: 75% Use of strokes: 62.5% Self rescue: 80%	With funding to ensure we can travel to swimming. Consistent time table to reflect need of swimming. Top-up swimming funding required.	Current Y5 as of July 2026: 25m: 55.4% Strokes: 62.7% Self rescue: 62.7% Current Y6 data as of July 2026: 25m: 75% Use of strokes: 62.5% Self rescue: 80%	Transport cost £3510

Total Expenditure



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	Funding received:	Total Spent:	How this was spent:
Spending	£20,710.00	£20,710.00	GetSet4PE - £695 Equipment - £1549.84 Playground Markings (OLL) - £5352 Internal competitions and equipment for these - £742.56 Solihull Sport membership - £3580 Transport costs for external events - £3510 Premier Education after school clubs - £5280.60 Total - £20,710.00

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 refine the new assessment for PE across the new mixed year group model.	Explore the skills the children will be doing. Ensure staff are confident to assess against the criteria. Create new document for data collection.	A clear assessment process with strands appropriate for the curriculum we provide.	New document created for Cycle B - Evaluated Cycle A document.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Current document was successful, however it was too vague and didn't assess against specific skill sets.	New document is accessible - master copy created for future years. Matches the new Cycle model for the school.	Cycle A/B assessment document	N/A