

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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- 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	Year 3: 16% Year 4: 34% Year 5: 77% Year 6: 11% 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.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Year 3: 16% Year 4: 34% Year 5: 77% Year 6: 11% 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.
3. Perform safe self-rescue in different water-based situations	100% children All children participate in personal survival as built into swimming lessons and ended with a while session based on personal survival.	

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	Updated long term plans ensure that PE curriculum is progressive across all year groups including EYFS. CPD program to support with the teaching of PE – teachers worked with PE specialist for a unit of work. Giving the opportunity to observe good practice, support in delivery of lessons, giving time for feedback and discussion about each lesson. More confident staff when leading PE.	Unable to provide all staff with CPD in PE lessons. Not able to cover all areas of the PE curriculum in that time.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The introduction of OPAL play at lunchtime provided excellent opportunities for children to engage in physical activity through play. At least 85% of children are active through play. Staff are trained to support children with play. Development of outside spaces has provided a broad range of opportunities for children to engage in active play. Children more settled and ready for learning, less behavior problems during these times.	Not all pupils are active for 60 minutes a day 7 days a week.

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	By celebrating all things PE, Physical Activity and School Sport, we are encouraging more pupils to enjoy movement and physical activity. Children are engaged and enjoying PE in school – this is helping them to achieve better within lessons, developing both physical, social and emotional and cognitive aspects of sport when participating. Pupils are inspired by the introduction of OPAL and the facilities, equipment and space development supporting them in being more active.	Not all pupils are active for 60 minutes a day 7 days a week. There are still 30% of our pupils that are not active for 60 minutes a day, 7 days a week based on date captured linked to in and outside of school physical activity.
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	Cycling provision offered again in EYFS, Year 4 and Year 6 – supporting children with learning to ride a bike initially, building up to being safe in year 6. All sports clubs offered are mixed to encourage participation, except football where there are 3 clubs available, KS1 mixed, KS2 boys and KS2 girls. Attended British Basketball playoffs at the O2 enabling children to experience professional competitive sport.	Not all pupils are active for 60 minutes a day 7 days a week. Need to invite specific children to attend a club in school. Reduced number of after school clubs provided – less uptake by children so club not effective to run. Balance bikes not purchased for Year 1. Reduction of interest of professional fixture attendance – A total of 30-35 children and adults attended the British Basketball playoffs, down on 2023-2024.
5. Increasing participation in competitive sport	90-100 % of pupils participated in intra school competitions. (Personal Best Books). A successful sports day was hosted following changes for a second year – seeing 90% of pupils at least, participating in potted sport activities (field events) followed by at least 1 race. Competitions in Football, Multi skills and Athletics were entered ensuring children get the opportunity to compete against other schools in competition.	A few competitions were cancelled outside of school.

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:
 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 25m	At the end of year 3, 39% of pupils could swim 25m. At the end of year 4, 27% of pupils could swim 25m. At the end of year 5, 69% of pupils could swim 25m. At the end of year 6, 85% of pupils could swim 25m.	Years 3-5: Top up swimming necessary to ensure all pupils achieve 25metres before leaving primary school. Not all year 6 achieved minimum requirement having swam every year since year 3.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 3, 39% of pupils could use a range of strokes effectively. At the end of year 4, 27% of pupils could use a range of strokes effectively. At the end of year 5, 69% of pupils could use a range of strokes effectively. At the end of year 6, 85% of pupils could use a range of strokes effectively.	Years 3-5: Top up swimming necessary to ensure all pupils can swim at least 2 different strokes. Not all year 6 achieved minimum requirement having swam every year since year 3.
3. Perform safe self-rescue in different water-based situations	100% of children in year 3-6 will have all had training in personal survival as this is built into the core swimming lessons and a special session is also had at the end of each term of swimming.	

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident and are teaching high-quality PE lessons..	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Provide in school opportunities for pupils to access multiple opportunities to be physically active – providing a variety of extra curricular clubs and by continuing to develop OPAL play.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan.
Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, (personal best books) including sports day. Competition calendar and register of participants. PE notice boards.

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

Your objective: Provide PE CPD and support to all staff



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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)	Focus on teacher training ensuring all teachers are confident and are teaching high-quality PE lessons..	Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. PE specialist to develop more schemes to support teachers in delivery of high-quality PE lessons. PE resources updated to enable HQ teaching to take place.	Staff are confident in the delivery of PE, lessons are of a good standard and children are all able to access the learning. Staff have identified areas where they feel less confident. PE lead to support staff in these areas by providing CPD to support them in the delivery of these PE sessions. PE Lead to sort through equipment, identifying where further resources are required, to enable high-quality lessons to be taught. Staff to identify areas where schemes of work may need to be developed, PE Lead to write SOW.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, SOW produced.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff are confident to deliver PE lessons – All children continue to access 2 hours of PE per week. There is enough equipment for lessons – children are more engaged in lessons.	Continued CPD can come from sharing good practice in school, whole staff meetings to deliver specific training within the PE curriculum. Ensure new staff have CPD support where needed, this may need to include where staff have changed year group.	Staff confidence surveys –teachers are more confident in the delivery of PE to children. A greater percentage of children are reaching expected in PE. Observation reviews – teachers are applying CPD training into their lessons. SOW produced – New schemes of work have been written.	TOTAL=£4,321

Your objective: Drive physical activity levels



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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)	Provide in school opportunities for pupils to access multiple opportunities to be physically active – providing a variety of extra curricular clubs and by continuing to develop OPAL play. Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Implementation of new extra-curricular timetable – Football – KS1, KS2 girls and KS2 boys, dragonball, gymnastics, cricket. Continue to develop links with outside agencies to support further sports clubs. Continue to develop provision for physical activity at lunchtime by increasing the amount of playground resources. This will provide playground activity facilitated by the adult and child play team. Equipment and resources to be purchased for facilitation of activity – staff and children to have training during OPAL workshops.	Increased participation at extra curricular clubs. Development of community links to support extra curricular club development. Greater number of resources available to enhance active lunchtimes. Competent staff to support children in active play at lunchtimes. Children engaging in physical activity at lunchtimes.	Extra curricular timetable and participation data – accessible on Arbor. Observations of lunchtimes to monitor child engagement. Weekly OPAL worship. More resources available and opportunities for active play.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are more active during lunchtimes and playtimes through OPAL play. All children have access to 60 minutes of active play per day in school – 20 minutes at break and 60 minutes at lunch, these times allow for children to eat. Staff are competent and children are happier. This has impacted learning in classrooms as children's behaviour has improved. Unfortunately, there has been a reduction in participation of clubs, due to fewer being offered as PE lead has class and can not commit to so many after school clubs.	Going forward: Continue to make links with external clubs so that high-quality extra curricular provision is available. School to support by promoting clubs – parents to pay direct to club, so no impact on school funding. Continued delivery of OPAL workshops so children and staff supported with play. Do school charity events to raise funds for equipment.	Extra curricular timetable and participation data – accessible on Arbor, more children took part in football and cricket club this year. Observations of lunchtimes to monitor child engagement. Weekly OPAL worship – introducing new activities for children at lunchtimes. More resources available and opportunities for active play.	Total = £12,020

Your objective: Develop competition



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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)	Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	All children to participate in 6 intra competitions within the school – Children have personal best books that need to be completed. Whole school sports day – supported by secondary leaders! Attend School Games Organisers (SGO) meetings and identify competitions that school would like to attend. Enter competitions when dates released.	An increase in school inter competition, as more SGO's competitions entered. More children having the opportunity to participate in some form of competition against other schools. Opportunity for children with SEND, to participate in competition.	Competition formats and planning for all intra lesson level competitions, (personal best books) including sports day. Competition calendar and register of participants. PE notice boards.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	SEND children given the opportunity to participate in multi skills competition. Children selected for this event. Links made with other primary schools by year 6 teachers for football competitions.	Unfortunately, we missed 'Sports Hall Athletics' competition as limited space available. We also had to withdraw from a competition as the dates clashed with SATs. Log interest in competition with SGO before entry for sent out. Hopefully ensuring a place is guaranteed. Maintain links with other schools to promote more inter competition against other schools. Going forward host competition at Harrietsham, using young play leaders to support events.	Competition calendar and register of participants. Competition formats and planning for all intra lesson level competitions, (personal best books) including sports day – School entered a broad range of competitions, ensuring access for all. For example Multi Skills Competition calendar and register of participants. PE notice boards – team photos.	Total=£100

Your objective: Strive to ensure all pupils meet the minimum requirement in swimming.



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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 provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Following our core curriculum and water safety lessons we will identify pupils for top-up swimming and make arrangements with swimming providers. We will use the PE and Sport Premium to fund top-up swimming. This will include the cost of transport for top-up swimming only.	Our aim is to increase the number of children achieving national curriculum requirements by the end of the Term 6. At the end of the academic year children in year 4,5 and 6 have access to top up swimming and more will have achieved minimum national curriculum requirements. Current data achieved Year 4: 16% Year 5: 34% Year 6: 77%	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	At the end of the following percentages had achieved 25metres swimming distance and could swim at least different strokes: year 4: 27% year 5: 69% year 6: All children have participated in personal survival training as this is built into the program of swimming lessons.	The school are committed to raising the required funds for top up swimming going forwards.	Swimming assessment reports and data.	Top up swimming and transport Total £5,327

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