





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

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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:

- Complete the PE and sport premium expenditure reporting return - GOV.UK
- PE and sport premium for primary schools - GOV.UK
- PE and sport premium: conditions of grant 2024 to 2025 - 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 focussed 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	The group sized reduced as more children met the standard. This enabled the teachers to work with a smaller and more focused group.	Struggle and access to the pool was limited
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Children developed their technique and stamina when performing strokes. Particularly in front crawl.	Breaststroke continues to be a challenging stroke for children.
3. Perform safe self-rescue in different water-based situations	Hands on experience provided the children with the skills needed to perform self-safe rescue in a real life situations.	

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	Online platforms purchased to support curriculum progression and staff delivery. - Real gymnastics - Real pe - Real dance - Orienteering	New staff to have training in Real PE, Real Dance and Real Gymnastics
2. Increasing engagement of all pupils in regular physical activity and sporting activities	This year we launched OPAL play at St Johns. This was to encourage physical activity in ALL our learners during lunchtimes. Staff were upskilled in CPD opportunities Regular meetings were held to review progress and identify next steps in provision Assemblies were held to ensure all staff and pupils received the same message.	Continue to develop and refine the provision of OPAL play.

3. Raising the profile of PE and sport across the school, to support whole school improvement	Year 5/6 sports leaders Whole school orienteering competition Guest speaker for Sports Day promoting the importance of inclusive sport and healthy competition.	
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	Offered new sports to children this year: Year 2 – roller skating Whole school – Skipping workshops Whole school – Climbing (climbing wall)	Continue to build up links with local sports clubs:
5. Increasing participation in competitive sport	Entered and competed in competitions throughout the year. Hosting girls and boys football matches against local primary schools. Girls football tournament	Target disadvantage learners – ensure these children have priority booking in extracurricular clubs.

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 focussing 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	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	93%	This year we have our own swimming coach, to teach the children. She knows the children very well and has good relationships with pupils. This has supported this year's swimming results.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	81%	Front crawl and back stroke are secure.
3. Perform safe self-rescue in different water-based situations	77%	

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
Continue to enhance the play provision during lunch time play.	OPAL Play was introduced to St Johns last year and has made a huge difference to pupils physical actiivity. There are more opportunities to enhance this provision further.	Increasing engagement of all pupils in regular physical activity and sporting activities	OPAL has further suggestions on how to further improve and enhance lunchtime provison
Develop our swimming provsion	Currently year 4s and 6s swim. We would like to target younger year groups to improve our swimming results.	Raising the profile of PE and sport across the school, to support whole school improvement	Year 6 swim results Older children who have had little exposure to water are more likely to develop anxiety or fear, which can slow learning. Ruth Brenner et al. (2009).
Offer a broader range of sport and specialist coaching	Children have a rich 2 hour a week PE curriculum on offer. However the range of sport offered to pupils could be enhanced further.	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	Not every child enjoys the same activities. Exposure to different sports gives them the chance to discover what they genuinely like, whether that's an individual sport like swimming or a team sport like Football. Different sports build different skills, such as balance, coordination, strength, flexibility, endurance, and agility. Trying several activities helps children develop a broad range of movement skills.

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 focussing 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:

All children to be physically active during lunchtimes.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Continue to ddevelop lunchtime play provision so that we increase activity for ALL children.	The play team will continue to enhance the provision of activity during lunchtimes. Introducing new activities and sports for children to access. - Assemblies delivered weekly to all staff and all children with updates on OPAL e.g. new equipment that is being added and how to use it correctly and safely. - Regular Play Team meetings.	A happier, more active playground that meets the needs of all pupils especially SEND and girls. ALL children and actively involved in OPAL play and with that increasing their physical movement during lunchtimes.	Regular observations of the playground conducted Pupil voice Staff voice
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Increased activity by all is observable at lunch times. Children are outside in all weathers and for long stretches of play. They move across the site and make use of the natural world to encourage hill walking, running and travelling creatively. Children are more active, engaged and independent at playtimes, with increased opportunities for physical activity, imaginative play and teamwork. Lunchtimes are calmer and pupils demonstrate improved confidence, resilience and problem-solving skills.	Improvements are embedded through the school's play policy, regular Play Team meetings, ongoing staff training and pupil leadership (e.g. Play Rangers). OPAL is now part of the school's culture rather than a standalone initiative. Play provision will continue to be developed through regular audits, maintaining resources, listening to pupil voice and embedding good practice to ensure continuous improvement.	Achieved OPAL Platinum accreditation; positive feedback from pupils, staff, parents and external visitors; increased variety of active play observed across the playground; sustained high levels of pupil engagement.	- Bikes and Scooters £100 - Sand £1500 - OPAL Sign Post £865 - Emil lunchtime support £6000

Your Objective:

Offer a broader range of sport/specialist coaching.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Providing opportunities (including extra-curricular) for children to enable them to access other sporting activities or specialist sport instruction.	Provide external coaches to come into school and deliver a programme or workshop that will provide children with an opportunity to experience a new sport. Provide external coaches so that children have access to specialist coaching.	Children coming out of their comfort zone and trying a new sport/activity. Children enjoying the opportunity provided and possibly picking up a new sport.	Observations of the sessions provided Feedback from specialist/external coaches. Pupil voice Staff voice
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	We hired a roller-skating company to work with Year 2 children and expose them to the sport of roller skating. This was available to all children including SEND. Children worked in small groups of 10. Bath Rugby Foundation worked with various year groups: Year 3-4 (PE lesson delivery), workshop with Year 5 vulnerable children and KS2 after school Rugby Club.	If the PE budget continues, then this will be sustainable otherwise the hire may incur a cost to parents – similar to a trip or experience.	Feedback from staff, parents and coaches were all highly positive.	£4000

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				
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

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				
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

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				
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

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