



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



Commissioned by



Department
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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	62.5% 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.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% 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.
3. Perform safe self-rescue in different water-based situations	100% 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.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increase participation of pupils in physical activities</p>	<p>Many pupils attended a variety of sporting events across the year. Children enjoyed attending these events and our whole school community was supportive of the involvement.</p>	<p>Access to sporting events was limited to certain age groups and logistical issues meant that numbers of pupils who could attend events was limited.</p>
<p>2. Introduce a competitive element to both schools over a range of sports.</p>	<p>Many pupils attended a variety of sporting events across the year. Children enjoyed attending these events and our whole school community was supportive of the involvement.</p>	<p>Access to sporting events was limited to certain age groups and logistical issues meant that numbers of pupils who could attend events was limited.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>3. To provide expert coaching.</p>	<p>External coaches visited the school such as the All Saints rugby team connected to the Northampton Saints. This had a positive impact for all pupils who had access to a coaching session within the school.</p>	<p>We could have invited more coaches in to offer coaching on a variety of sports.</p>
<p>4. To reflect on the place that physical activity has in relation to Wellbeing of pupils.</p>	<p>Wellbeing was a large part of the school assembly program.</p>	<p>The wellbeing champions will need further support to put this work into place. Physical activity will need to have more obvious and stronger connections.</p>

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

<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 25m	All KS1 and KS2 classes will go swimming for at least a half term this year.	Impact of this to be reviewed at the end of the academic year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All KS1 and KS2 classes will go swimming for at least a half term this year.	Impact of this to be reviewed at the end of the academic year.
3. Perform safe self-rescue in different water-based situations	All KS1 and KS2 classes will go swimming for at least a half term this year.	Impact of this to be reviewed at the end of the academic year.



	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 pupil participation in competitive sport and enjoyment of physical activity.	Continued participation in the local sports partnership. Provide opportunities to take part in other competitive sporting events. Compete with our partner school.	Whole school opportunities to take part in the local sports partnership such as Cross Country or orienteering. Sporting competitions that can be hosted at the school for all pupils to have opportunities to attend	Photographic evidence and pupil voice recording impact.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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)	To provide expert coaching by welcoming range of external visitors into school.	Take part in schemes such as athletes in schools as well as inviting representatives into school such as a chance to Shine cricket instructors and Magpies hockey club.	Pupils will take part in more sport outside of school increasing their time spent doing physical activity as well as enjoyment of sport.	Photographic evidence and community event participation.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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)	To provide the whole school with an experience of PE physical skills through our Outdoor Learning curriculum.	Each class is timetabled to have ODL time each week. Each ODL session will have a well planned and thought out curriculum that links other areas of the curriculum as well as the physical skills of PE such as climbing, balance, teamwork and strategy.	Pupils demonstrate improved balance, coordination, stamina and spatial awareness through regular participation in outdoor adventurous activities. Increased confidence in movement, particularly for pupils who are less engaged in traditional team sports.	Teacher assessments Pupil Voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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 swimming and water safety lessons for all pupils across KS1 and KS2	Each class is timetabled to receive swimming tuition across the year.	Long term improvement in the ability of all pupils. Develop the confidence of all our pupils on water safety. A higher proportion of pupils meet or exceed the national swimming expectations by the end of KS2. Pupils demonstrate improved water confidence, floating, propulsion and basic stroke technique.	Swimming assessment and external reports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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