

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

Commissioned by



Department
for Education

Created by



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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:

- [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.

<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	Who can/who can't (Last year Y6) Recording data Conducting Y6 catch up sessions for identified children Catch up sessions are planned for after SATs so that it is targeted and focused to ensure end of primary expectation is met Qualified swimming teachers – JS & EG – to ensure high quality teaching	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Who can/who can't	
3. Perform safe self-rescue in different water-based situations	Who can/who can't	

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	Continued using Get Set 4 PE to ensure consistency and high quality teaching. Get Set 4 PE ensures consistency across year groups therefore it is easier to measure its impact year on year due to less opportunity for deviation. Dance CPD led by SAET for all teaching staff to upskill teachers' knowledge. Play leader training for BG and JM. Delivered to other TAs.	Continuity of staff proved challenging for staff confidence and consistency of teaching, which further reinforces the need for Get Set 4 PE scheme.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	BEO Festivals partnership. Introduction of girls' football club led by a female sports coach. Sports Crew – enabling KS2 access to sporting activities during breaktimes. Sports Crew children facilitate activities. Sports Day – changing the grounds contract to ensure our field is better maintained and accessible for sporting activities (inc. effective markings on the field). Resources – ensuring high quality equipment that is fit for purpose Early adopter school for Breakfast Club where external sports coaches are brought in for multi sports at the start of the school day to enhance physical exercise before	High quality Cross Fit Equipment not used to full capacity to justify investment Field with poor drainage limits access during winter months, thus impacting on PE lessons and sporting activities

	school. High quality Cross Fit equipment purchased Trim Trail recertified and brought back into commission Significant investment in playground drainage to prevent flooding has allowed extended access to tarmac areas in wet weather. Walking to events (also underpinning our sustainability action plan) Bike Bus on Fridays	
3. Raising the profile of PE and sport across the school, to support whole school improvement	AJB Presence in school increased during curriculum time, after school clubs and in RAP provision instilling physical activity in our day to day practice. Additional clubs Sports Days Paralympian Assembly (Active Kids UK) Sports Crew presence on playground to raise profile of sporting activities Sports Crew Awards in Assembly Forest School provides another dimension to physical engagement such as tree climbing, improving gross motor skills.	Use of Houses Daily Mile could raise profile of physical exercise Junior Park Run – involvement Involvement in future PTA fundraising events centred around physical activity (Colour Run)

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	Bikeability course for Year 5 Introduction of girls' football club led by a female sports coach Award achieved for equal participation in girls' football.	More work to be done to enhance equal access for girls in sport.
5. Increasing participation in competitive sport	BEO Festivals Oldbury Park Netball Pitmaston Netball Stanley Road Netball Claines Netball	Did not participate in Swim Gala

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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 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	15 cannot, 45 can	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	15 cannot, 45 can	
3. Perform safe self-rescue in different water-based situations	15 cannot, 45 can	

Aim	Why?	Key area	Supporting evidence
To enhance PE curriculum offer by ensuring high quality teaching and resources. (1)	To ensure pupils receive consistent, high-quality PE lessons To improve teacher confidence and subject knowledge To deliver a broader and more engaging curriculum To support progress in physical literacy and core skills To make PE more inclusive for all pupils, including SEND To ensure resources match curriculum needs and expectations To raise standards and enjoyment across the whole subject	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	
Raise profile of PE and sporting activities across the school and increase pupil engagement (2&3)	To make PE valued as a core part of school life To encourage more children to be active To increase participation from all pupils To support whole-school wellbeing To build a positive school culture around being active To increase opportunities beyond the standard lesson	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	
To acquire a school minibus (4&5)	To increase opportunities for off-site PE and sports activities To reduce transport costs over time To remove reliance on external transport providers	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	





	To allow more pupils to participate in fixtures, festivals, and enrichment To make trips more flexible and easier to organise To support inclusion by enabling SEND-friendly transport To increase access to local facilities (e.g., swimming pools, sports centres) To strengthen community links and partnerships To support wider curriculum needs beyond PE (cross-curricular trips)	5. Increasing participation in competitive sport	
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Aims for the next academic year (2025/2026)

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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 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:



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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	To enhance PE curriculum offer by ensuring high quality teaching and resources. (1)	High-Quality Equipment fit for purpose. Get Set 4 PE Subscription CPD offers shared with staff	High quality PE lessons Staff using Get Set 4 PE scheme Staff utilising CPD offers	Staff CPD attendance (voluntary) Observations of lessons Pupil Voice £1500 AJB Specialist coaching
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Curriculum coverage is consistent. Key skills are revisited throughout the year groups.	Yes. Continued monitoring of PE teaching.	GT went on ECT PE CPD October '25 BEO Partnership has proven to be informal CPD for staff observing specialist PE teachers.	Equipment: £1134 Get Set 4 PE Subscription: £555.75 Training costs: £120 ECT CPD Pupil Premium Swimming access: £64 Top up Swimming £906 pool hire

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	Raise profile of PE and sporting activities across the school and increase pupil engagement (2&3)	High-Quality Equipment fit for purpose. Sports Crew to facilitate sporting activities at breaktimes. Invest in OPAL style provision at lunchtimes Sports Festivals Worcester Wolves Basketball Team Assembly Walking Bus BEO – Girls Tag Rugby Y4/5; Y2 Multi Sport Event; Y1 Multi Sport Event; Y6 Orienteering/Cross Country; Y5 Tag Rugby; Netball Y5; Y4 Football; Y5/6 Swim Gala Branded Kit to raise school profile (swimming and PE) To celebrate successes on school's new Trilby TV Minibus to enable access to wider opportunities	Increased number of children participating in physical activity through clubs/competitions etc. Red Hill will be represented at more events.	Get Set 4 PE Tracking of Clubs/Competitions Red Hill attendance at events increased. Pupil Voice AJB £507.50 breakfast club
	What impact have you	Are the improvements	Supporting evidence	Approx. cost

	seen?	sustainable? How?		
Evaluate	Sports Crew activities are high profile and most children engage in them. BEO Festivals have increased buzz around PE/sport.	BEO Partnership to continue next year. Minibus training – DS	BEO Partnership Festivals Foyer TV celebrates successes. Children's achievements in sports outside of school are celebrated in celebration worship.	Swim Gala £50 BEO Partnership £2300

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	To acquire a school minibus (4&5)	Invest in training for staff to drive the minibus (acquire D1 on their license)	Wider reach of opportunity in local area. Transport no longer limiting access to events.	Minibus acquired.



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	NA – still in progress			£9280 minibus cost per year £720 10 weekly inspections balance Plus training (£1000 per person)

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