

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:

- [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 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	Due to the special educational needs and disabilities of our pupils, we have no pupils who can complete a 25 metre confidently. Swimming outcomes are personalised for all pupils.	The number of pupils who were able to access swimming externally reduced. From 9/2025 Swimming will be supported in the school hydro pool. All pupils will access the pool for at least a term of weekly sessions.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Due to the special educational needs and disabilities of our pupils, we have no pupils able to use a range of strokes effectively. Sessions focus on confidence and movement in the water. The Ducklings scheme is used for those developing independent swimming skills.	
3. Perform safe self-rescue in different water-based situations	Due to the special educational needs and disabilities of our pupils, we have no pupils able to perform safe self-rescue. Pupils are taught how to access a pool safely.	

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	Two teachers attended SAQ training to support the strengthening of the physical development curriculum. Students have been developing knowledge of SAQ and increasingly able to complete circuits by themselves. Students have also used SAQ circuits to improve emotional wellbeing. Swimming and hydrotherapy continue to be offered to pupils. Planned hydro sessions meet individual physiotherapy intervention needs. Pupils targeted for fitness programs have regular sessions above the planned PE/ Sport/ movement sessions. Rebound: Pupils benefited from Improved physical development outcomes, including coordination, balance and mobility as three staff members trained as trainers who trained additional school staff.	SAQ trained staff are needed across the school to support pupils' mobility, coordination and well being. One of these teachers taught PE across the school in 2025/26.
2. Increasing engagement of all pupils in regular physical activity and sporting activities <i>(Increase daily physical activities for all pupils)</i>	Significant increases in pupil engagement, particularly for those with PMLD. Pupils trying new activities increasing interest / engagement in physical activity. Shared images with families encourage new ideas for activities at home. Pupils demonstrate increased confidence in pedalling and steering bikes. Pupils maintain fitness, participate with peers to access, explore and move outside. Pupils meet and exceed their daily physical activity goal. Some pupils experienced climbing and canoeing at a local outdoor pursuits centre that also provides supported holiday clubs.	Offer offsite adventurous activities to a wider group of pupils.

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	Identified pupils take part in additional movement and sport activities A range of new activities encouraged some pupils reluctant to participate, to re-engage with physical activity as the activities were 'novel e.g. laser tag and archery provided by external coaches. All pupils are encouraged to participate alternatives such as 'just dance' are offered where pupils are reluctant or challenged by moving to a different space.	Extra curricular activities available to a wider range of pupils.
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	More pupils meet their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Pupils engage socially with friends, increasing the joy of participating in movement, fitness and sport.	N/A
5. Increasing participation in competitive sport	Pupils have participated alongside peers from other key stages promoting fun and social engagement through physical movement and skill-based activities. Pupils have experienced competitive events, increasing skill development, competition, social skills and fitness, as well as experiencing the use of local community facilities.	Gaming Gala was not attended by other schools although teachers were keen for groups to participate. Gaming gala will be offered to other schools with a cohort of students with PMLD in 2025/26.

Aims for the 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 25 metres.	Due to the special educational needs and disabilities of our pupils, we have no pupils who can complete a 25 metre confidently. Swimming outcomes are personalised for all pupils.	Accessing the local public pool became more challenging. All swimming in 2025/2026 to be offered in the school hydro pool.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Due to the special educational needs and disabilities of our pupils, we have no pupils able to use a range of strokes effectively. Sessions focus on confidence and movement in the water. The Ducklings scheme is used for those developing independent swimming skills.	
3. Perform safe self-rescue in different water-based situations	Due to the special educational needs and disabilities of our pupils, we have no pupils able to perform safe self-rescue. Pupils are taught how to access a pool safely.	

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High-Quality Physical Education.	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.
Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	To ensure all teaching staff are confident to teach two sessions of PE each week.	Ensure all teaching assistants are confident working with pupils in PE. By the end of 25/26 teachers can lead all PE for their classes.	PE observed being taught by the class teachers.
Increasing engagement of all pupils in regular physical activity and sporting activities <i>(Increase daily physical activities for all pupils)</i>	Extend gaming gala beyond NMA to increase participation of students with PMLD in other settings. Increase Wheels4All opportunities.	Gaming gala attended by pupils from other settings. Regular wheels4all sessions provides opportunities for increased confidence and skills on a range of bikes.	Evidence for learning. Participant attendance from other settings. Evidence for learning captures progress over the year for individual pupils.
Raising the profile of PE and sport across the school, to support whole school improvement	Supporting pupils with physical development across the curriculum for physical development gross, fine, well being, sensory. To encourage pupils to engage socially with friends, increasing the joy of participating in movement, fitness and sport.	Identified pupils take part in additional movement and sport activities A range of new activities to encourage pupils reluctant to participate, to re-engage with physical activity.	Pupils were encouraged to participate in alternatives such as 'just dance', gardening, walks where transitions to PE were challenging. Evidence for learning- the activities were 'novel e.g. laser tag and archery provided by external coaches .
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 support physical development outcomes, including coordination, balance and mobility.	Train a yoga instructor in school with specialist qualification in Yoga for SEND.	Yoga timetabled for pupils in 26/27.
Increasing participation in competitive sport	Broaden the offer for competing externally focusing on pupils with previously limited opportunities.	A wider range of pupils experience competitive events, increasing skill development, competition, social skills and fitness, as well as experiencing the use of local community facilities	Pupils have participated alongside peers from other key stages promoting fun and social engagement through physical movement and skill-based activities both in and out of school. (EFL)



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increasing engagement of all pupils in regular physical activity and sporting activities	Gaming Gala with pupils from other schools. More Wheels4all sessions. Broaden the range of pupils participating in external competitions.	Pupils with PMLD engaging in competition with other pupils with similar needs. Opportunities to socialise and have fun. Increased confidence and skills – cycling. Pupils who have previously not experienced external competitions participating.	Evidence for Learning
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluation (Completed July 26)	Pupils have enjoyed and engaged Gaming Gala. They have improved fine and gross motor skills whilst preparing for and participating in Gaming Gala events. Many pupils have increased in their cycling skills and confidence including learning to pedal and steer with less support. Significant increase in a wider range of pupils participating in external competition.	Transport allowing yes. Funding will reduce the number of available sessions in 2026/27. Reduced. Yes. The model has been proven and can continue.	The school now has its own transport. Wheels4all will continue to be supported by the PE and other grants in 26/27. Pupils continue to be chosen from a range of cohorts and will access a wide range of external competitions in 26/27.	