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

- 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)

- 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.*

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	81% of pupils in Year 6 can swim 25 metres.	We want this data to be 100%
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	81% of pupils can use a range of strokes effectively.	We want this data to be 100%
3. Perform safe self-rescue in different water-based situations	100% of pupils in year 6 can perform safe rescues.	

Review of the last academic year (2024/2025)

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	**The use of sports coaches to run the intra-house competitions increased staff confidence and teaching of PE.** **Staff CPD on the use of REAL Gym by the PE lead led to increased confidence and use of gym equipment.**	**REAL Dance wasn't implemented with the staff team – this will roll onto 2025 - 2026**
2. Increasing engagement of all pupils in regular physical activity and sporting activities	**The use of the new sound system at lunchtime increased activity for 30% of Years 2 – 6 and has had a positive impact on wellbeing and playtimes giving an alternative to movement and activity. This has been particularly impactful for girls.** **The purchase of additional equipment for lunchtimes has increased activity of the children.**	**Equipment needs to be regularly replaced causing issues with sustainability.**

Review of the last academic year (2024/2025)

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	**The continued use of the REAL PE platform ensured children developed in their physical, social and emotional learning therefore improving attainment data in PE and across the school.** **PE has been regularly represented in school newsletters and shared with parents. The intrahouse competitions and skipping workshops were celebrated in assemblies.**	**Add text here**
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	**Skipping workshop – curriculum time to engage all pupils.** **Increased forest school activities has provided alternative activities and has been particularly impactful for children with SEND. 100% of children with an Education, Health and care Plan had at least 10 weeks of forest school. This also led to reduction in suspensions and improved attendance for pupils accessing forest school.**	**Not all pupils are active for 60 minutes 7 days a week.**
5. Increasing participation in competitive sport	**The launch of intra-house sporting competition meant that 100% of children (excluding those in the autism centre) took part in competitive sport.** **Intra-house competitions led to increased enjoyment and attendance data was higher on these days.**	**The use of the outside company to run these events was unsustainable in the long term and was expensive. The company didn't know the Westover pupils which led to some minor issues.** **2025 – 2026 – the competitions will be run by the school's PE lead**

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 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 25 metres	At the end of Year 4 45% of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of Year 4 35% of pupils could use a range of strokes effectively.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue in different water-based situations	At the end of Year 4 45% of pupils could perform safe self rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

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 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:

	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. Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.**	**Increase the number and range of activities and clubs on** **Implementation of new extra-curricular timetable.** **Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and Sports leaders.** **Equipment and resources to be purchased for facilitation of activity with sports leaders and independent active play.**	**In July 2025, only 70% of the school were active for 60 minutes a day, 7 days a week. We aim to drive this to 100% by July 2026 through the addition of new lunch and extra curricular opportunities.** **In July 2025, across the school 75% of pupils participated in activity at lunchtime. We are aiming for 80% of pupils to be active at lunchtime through new sports leader activities and lunchtime clubs.** **In July 2025 participation in extra curricular clubs was 25%. By July 2026, we predict this to increase to 50% through the addition of new clubs.**	**Extra curricular timetable and participation data.** **Lunchtime participation data, alongside lunchtime activity plan.**
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	A significant increase in 'active' lunchtimes leading to less behaviour incidents and children having 'more to do'. All pupils are active on average for 60 minutes a day.	Additional extra curricular sports clubs on offer – this included rounders and football club. New resources purchased through the PE premium for lunchtime included an additional table tennis table, large jenga and a range of resources to support active playtimes – these resources will continue into future years.	Ofsted noted the extra curricular offer as part of our personal development judgement – expected standard. Participation in clubs is now 60% Pupil voice evidenced the enjoyment form the additional clubs and lunchtime provision. 90% of children are engaged in lunchtime activity. Reduction in suspensions by 50% and attendance improved at a faster rate than the DFE indicators.	**£2500 for additional resources to be used at lunchtime** **£500 allocated to release PE lead to work with sports leaders.**

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 (Complete now and monitor)	Ensure that all pupils can access competition in school through regular intra house competition, as well as pupils accessing inter competitions against other schools. Competition formats to reflect the needs of Westover pupils.	The PE lead will arrange intra house competitions within year groups to take place once per half term. The PE lead will be covered by supply to enable this to happen. Access intra school competitions organised through the Futura Learning Partnership Schools.	To ensure that 100% of KS2 pupils continue to have access to competitive sport. To provide more opportunities for intra school competitions as these have been limited in recent years.	Competitions added to the school calendar with list of competitors Pupil voice
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	All KS2 pupils participated in intra house competitions – capture the flag and End Game.	External coaches were used to implement this due to the long term absence of the PE Lead.	100% of pupils in KS2 had access to competitive sport through the intra house competitions. Children did not access intra school competitions – this will be a focus for next year.	£2000 for supply cover costs

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 (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 curriculum requirements by the end of the summer term.	Swimming assessment reports and data
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	A slight increase on the percentage of pupils meeting the national curriculum requirements. Some in-year joiners arrived at Westover with limited swimming skills and needed intensive support.	Following evaluation of swimming outcomes, the Deputy Headteacher has decided to extend the time that years 3 and 4 swim for to enable them to get to a stronger standard before year 5. Therefore hopefully reducing the number of children requiring top up swimming in years 5 and 6	83% of year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres. This is a 2% increase on last year's data 83% of year 6 pupils can Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). This is a 2% increase on last year's data. 100% of pupils in year 6 can perform safe rescues.	£2300 allocated to support travel costs for top up swimming

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 (Complete now and monitor)	**Ensure that all Year 6 pupils have the opportunity to attend year 6 residential and take part in a range of outdoor activities.**	**Providing a reduced cost for children in receipt of FSM.**	**To increase the number of children accessing this week-long residential.**	**Add text here**
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	All Year 6s had the opportunity to attend.	56% of year 6 pupils received a reduction in the cost of the residential and this enabled more children to participate fully.	86% of pupils attended. Those who did not attend – the reason was not financial (personal preference)	**£6000**

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 (Complete now and monitor)	To provide forest school sessions for all children in Year R, Year 1 and the Autism Centre so that activities increase and there is improvement in their fine and gross motor control.	Increase forest school lead's time to 5 days a week. Weekly sessions for all children in Year R, 1 and the Autism Centre planned into the forest school schedule.	Increased activity for all children in Years R, 1 and the Autism Centre. Improvements in fine and gross motor – increase in number of children reaching a Good Level of Development in EYFS.	Observations Assessment data – Year R
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	All children in Year R, 1 and in the Autism Centre have accessed weekly forest school sessions.	Weekly forest school is now woven into provision for our children in the AC. We will continue to use the PE premium in this way.	EYFS baseline 83% of pupils were on track to meet the gross motor skills ELG. By the end of the year this had increased to 98%. An increase of 15%. EYFS baseline 19% of pupils were on track to meet the ELG for fine motor control. By the end of the year, this had increased to 73%. An increase of 54%.	£6000

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