

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:

- [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 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	More children previous years got close to swimming 25 metres in one go. Buying extra swimming time helped with this and allowed the children to spend more time learning the skills, building stamina in the pool and practicing swimming further distances. Evidence: Swim records from council swim teachers	Due to our children's SEND needs, they still didn't manage to swim 25metres in one go. Staffing issues complicated swimming days.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	More children than ever got close to swimming 25 metres in one go using different strokes. Buying extra swimming time helped with this and allowed the children to spend more time learning the skills and practicing swimming further distances using different strokes Evidence: Swim records from council swim teachers	Due to our children's SEND needs, they still didn't manage to swim using different strokes for a prolonged distance. Staffing issues complicated swimming days.
3. Perform safe self-rescue in different water-based situations	The nature of our children's needs meant this was unattainable.	The nature of our children's SEND meant this was unattainable.

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

Aims for the next academic year (2025/2026)



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[illegible]

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

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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	External Training: Sherbourne Training for CF/ £750.00 + £75 extra night Staff – allows CF to have access to high quality training, resources, help and support which in turn means they can support the children effectively and plan high-quality PD lessons using strategies that can help Nurture students partake in physical development sessions.	Key Indicator 3: <i>Increased confidence knowledge and skills of all staff in teaching PE and sport,</i> Children will have access to a strategy that will allow children the chance to take part in physical development activities throughout the school. Children who struggle to engage in PE sessions will be able to experience PD in a different way. Staff will also have more confidence when teaching PD to Nurture students, and plans & drop-ins will evidence the high-quality teaching that happens through PD sessions within continuous provision.	We intend for this to support our sustainability in Physical Development. CF can use the training and resources from this membership and training to support and increase children's participation in physical development sessions through the use of this strategy in Nurture Pathway continuous provision sessions.	We will be able to track this in their OPAL/OPEAL assessment. We will also evidence this through staff observations and video assessments.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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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	Internal Activities: Membership Fees: £25 to join Sherbourne Movement Association Staff – allows CF to have access to high quality training, resources, help and support which in turn means they can support the children effectively and plan high-quality PD lessons, maximising strategies to help Nurture students participate in physical development sessions.	Key Indicator 3: <i>Increased the confidence, knowledge and skills of all staff in teaching PE and sport,</i> Children will have access to a strategy that enables them to take part in appropriate physical development activities building engagement and physical skills. Children who struggle to engage in PE sessions will be able to experience PD in a different way. Staff will also have more confidence when teaching PD to Nurture students; plans and drop-ins will evidence the high-quality teaching that happens through PD sessions in continuous provision.	We intend for this to support our sustainability in Physical Development. CF can use the training and resources from this membership and training to support and develop children's participation in physical development sessions through the use of this strategy within Nurture Pathway continuous provision sessions.	We will be able to track this in their OPAL/OPEAL assessment. We will also evidence this through staff observations and video assessments.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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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	Internal Activities: Membership Fees: Inspire2 Membership fee £1500 Children and staff - School will contribute towards Inspire2, which will in turn enable children to attend inclusive sporting events.	Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils Children will have access to a variety of different sports throughout the school year. As well as their physical skills improving, this will improve their social skills, interaction and turn taking as well as communication with other children.	Inspire2 Membership fee - We intend for this to support our sustainability in Physical Development. Staff can use the training and resources from this membership to support and develop other members of staff within the school, to help develop staff confidence in leading PE lessons and supporting the children's fine and gross motor skills. Children will also receive a broadened range of sports they can try and learn new skills through the Inspire 2 group.	As PD leads we intend to drop in on PE lessons and PD lessons throughout the school to observe and provide support where needed. Staff will be able to observe the children who are experiencing developing a new skill and record this in their OPAL/OPEAL folders, as well as observe how children interact with children from other skills.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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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	Internal Activities: Membership Fees: Youth Sports Trust £220 Staff – allows staff to have access to high quality resources, help and support which in turn means they can support the children effectively and plan high-quality PE lessons.	Key Indicator 3: Increased confidence knowledge and skills of all staff in teaching PE and sport, Staff will show more confidence when teaching PE and plans will show the high quality teaching that happens through PE	Youth Sports Trust Membership- We intend for this to support our sustainability in Physical Development. Staff can use the training and resources from this membership to support and develop other members of staff within the school, to help develop staff confidence in leading PE lessons and supporting the children's fine and gross motor skills.	As PD leads, we intend to drop in on PE lessons and Fine Motor Skills lessons throughout the school to observe and provide support where needed.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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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	Internal Activities: Equipment: Bouncy Castle for Sports Day £180 Children – Children to experience a different experience of physical development and develop their gross motor skills through bouncy castle on Sports Day.	Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils Children will have access to a different experience to improve their gross motor skills, as well as their physical skills improving, this will improve their social skills, interaction and turn taking as well as communication with other children	Bouncy Castle for Sports Day - Children to experience a different experience of physical development and develop their gross motor skills through bouncy castle on Sports Day. Children will have access to a different experience to improve their gross motor skills, as well as their physical skills improving, this will improve their social skills, interaction and turn taking as well as communication with other children.	We will be able to evidence this through staff observations on the day as well as OPAL/OPEAL folders and assessment videos and photo's taken.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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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	Internal Activities: Equipment: Gym equipment for Football pitch £6,344.00 All pupils- This will benefit all pupils as we redevelop the outdoor spaces to allow the children to develop their gross motor skills and be able to explore the equipment appropriately and safely when outside.	Key Indicator 2 - The profile of PESSPA being raised across the school as a tool for whole school improvement Children will improve their gross motor skills and develop safe playing skills within the playground. This will also develop their interaction and turn taking skills.	Playground Equipment- We plan to install a new gym equipment into our Outdoor Area and we intend for this to develop the children's proprioception and vestibular senses and their gross motor skills. We also intend for this to improve the children's turn-taking and emotional regulation ability.	We will be able to track this in their OPAL/OPEAL assessment. We will also evidence this through staff observations and video assessments.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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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	Internal Activities: Equipment: Equipment: £4.512.74 All pupils- This will benefit all pupils as we redevelop the outdoor spaces to allow the children to develop their gross motor skills and be able to explore the equipment appropriately and safely when outside.	Key Indicator 2 - The profile of PESSPA being raised across the school as a tool for whole school improvement Children will improve their gross motor skills and develop safe playing skills within different areas of the school. This will also develop their interaction and turn-taking skills.	We plan to install a new equipment into our studio area and we intend for this to develop the children's proprioception and vestibular senses and their gross motor skills. We also intend for this to improve the children's turn-taking and emotional regulation ability.	We will be able to track this in their OPAL/OPEAL assessment. We will also evidence this through staff observations and video assessments.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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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	Internal Activities: Equipment: OT Equipment for (SIP Priority 3) £3,500 Development of Dark Room resources and equipment for tummy time ie yoga balls All children – To ensure that all PD sessions are used effectively to maximise the development of each child's body awareness, core strength and postural control in environments that support their sensory needs	<i>Key Indicator 1 - The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</i> Children's core strength will improve as well as their awareness of their body and posture control which helps the children engage fully in activities.	OT Equipment for (SIP Priority 3) Development of Dark Room resources and equipment for tummy time ie yoga balls - we intend for this to improve our children's gross motor skills throughout the school. Children's core strength will improve as well as their awareness of their body and posture control which helps the children engage fully in activities.	We will be able to track this in their OPAL/OPEAL assessment. We will also evidence this through staff observations and video assessments. As PD leads we intend to drop in on PE lessons and PD lessons throughout the school to observe and provide support where needed.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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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	Organised by SGOs: Cherry class- Transport additional costs approx. £250 for Boccia and Ten pin bowling (organised through Inspire 2) Children – have access to a broader range of activities, they will also have the experience of interacting with other children from other special schools in the area and practice cheering on other people whilst competing.	<i>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils</i> Children will have access to other sports such as Boccia, they will have the chance to learn a new skill as well as improve their social skills, interaction and turn taking as well as communication with other children.	Organised by SGOs: Cherry class- Transport additional costs approx. £250 for Boccia and Ten pin bowling (organised through Inspire 2) – We intend for this to improve our children’s gross motor skills and physical development as well as their interaction skills with children from other schools.	Staff will be able to observe the children who are experiencing developing a new skill and record this in their OPAL/OPEAL folders, as well as observe how children interact with children from other skills.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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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	Organised by SGOs: Transport and extras for Curve and sport evenings - £1000 allocated for Curve event and sports trips Children - a group of children have been involved in planning, learning and performing a dance at the Curve Theatre in the Inspire2 Leicestershire Special School's annual performance. Other pupils from the school will attend as spectators. Children will also develop the skills of spectating and celebrating the work of their peers.	<i>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils</i> Children will have access to a performance at the Curve where they will need to create, learn and perform a dance which will encourage them to create new skills. This will improve their physical skills as well as this will improve their social skills, interaction and turn taking as well as communication with other children.	Transport and extras for Curve and sport evenings- We intend for this to improve the children's dance and performance skills, the ability to learn new gross motor skills. Those children performing in the event will also develop their ability to wait and watch other schools to perform, as well as regulate themselves in a new space. The children who watch the performance will also develop their ability to wait and watch their peers, as well as other schools perform and regulate themselves in a new space.	We will be able to video this event to capture the performance of the children. Staff will be able to observe the children who are performing and record this in their OPAL/OPEAL folders, as well as observe the children who are watching the performances.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				