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	63% of pupils can swim 25 meters In water instructor proven to be a benefit Good routines by the instructor in the water Good behaviour by pupils in the water Confidence has risen	The number of participants was lower from last year, from 35 to 33. Some children couldn't swim at the start
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	89% can use a range of strokes	
3. Perform safe self-rescue in different water-based situations	80% of pupils can demonstrate safe self-rescue	There are limitations with the water safety as we do not have access to deep water as the pupils are limited to 1.2m at the on site pool.

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	• Our sustained investment in CPD has led to a measurable improvement in both staff confidence and the delivery of Physical Education • Staff now feel more equipped to teach across the full PE curriculum, with confidence levels rising over time • 73% of staff feel confident to teach PE lessons in school	• Some staff don't get to teach all their PE lessons due to having PPA. • New staff meant they were unsure of how to teach PE in our school so needed support • The change over to Complete PE program happened halfway through the year and some staff have taken longer to adapt to the new program
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• All pupils received high-quality PE lessons up to 2 hours a week • A range of sports were offered to all pupils in their PE lessons - from games, health related exercises, athletics to striking and fielding • 57% of pupils participated in sports after school clubs – these clubs included: boxing, football, gymnastics, multi-skills, basketball, cricket and performing arts • 60% of disadvantaged pupils participated in after school clubs • 41% of girls participated in after school clubs • 16% of pupils with SEND participated in after school clubs	• There was not as many pupils participating in after school clubs this year than last year • Sports staff have been reduced in schools across the trust – we now only have one member of the sports team in a week so not as many clubs can be offered

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	• Achievements in physical activity were awarded and celebrated in assembly • Achievements of pupils taking part in inter competitions were celebrated on the weekly newsletter	• It's difficult to track that every child in the school has been praised at least once on the newsletter or in assembly in the academic year
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	• A range of activities were offered at lunch time to ensure that children are active up to 60 minutes a day, including personal challenges • KS1 and KS2 children were offered a range of afterschool clubs including football, basketball, cricket, dance, dodgeball and multi-skills • 97% of pupils took part in lunch time activities – pupils were targeted to take part in personal challenges	• Play leaders found it difficult to track individual children for them to take part in personal challenges • It was hard to track that pupils were being active for up to 60 minutes per day, as this included wake up shake up before school, play time and lunch time
5. Increasing participation in competitive sport	• Inter and intra competitions allowed a lot of pupils to participate • 33% of KS2 pupils participated in intra competitions outside of school • 97% of KS1 pupils participated in inter competitions • 82% of KS2 pupils participated in inter competitions	• KS1 didn't get to participate in inter competitions as availability wasn't available • Only 33% of KS2 pupils took part in inter sports competitions – this was predominately for only years 5 & 6, as there weren't as many competitions available for years 3, 4 & 5

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	• 76% of pupils were able to swim 25m • 15 lessons per class, 45 minutes per lesson, over 3 consecutive weeks • Top up sessions used to support pupils close to achieving NC outcomes • Instructor in water reflects positively on the outcome	• Pupils can't access treading water, floating under fatigue, deep-water entry, endurance-based safety, real rescue techniques and depth-related confidence because the pool limits 1.2m
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• Initial assessment – 0% • Final assessment – 85% • Pupils are engaged, confident and follow instructions well	• Higher-attaining pupils are under-challenged – many could progress into 50m+ swimming, advanced stroke refinement, club-level aquatic skills and junior lifeguarding foundations but are restricted by the temporary pool
3. Perform safe self-rescue in different water-based situations	• Initial assessment – 0% • final assessment – 85% • Strong routines and confident learning behaviours from pupils	• Pupils can't experience deep water sessions as on site pool limits pupils to 1.2m

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
To improve staff confidence, knowledge and skills	To ensure pupils have are taught high quality PE lessons and adapt lessons where needed to meet the needs of pupils	Staff knowledge and confidence with using Complete PE program	Questionnaires Complete PE program
To increase engagement in regular physical activity	To ensure pupils are physically active during the day whilst at school	Lunch time activities Sports events in and out of school After school clubs	Play leaders leading challenges
To raise the profile of PE and sport	To ensure pupils are celebrated for their achievements in PE so that other pupils are interested and engaged in sport. To get pupils physically active during PE lessons and events in and out of school.	Pupils engagement and positive attitude to sports in PE lessons, after school clubs as well as in competitions and events	Announcements of achievements in assembly, Dojo and newsletter
To ensure there are broader and more equal experiences for all pupils	To ensure all pupils are given the opportunity to participate. Including boys, girls, disadvantaged pupils and pupils with SEND.	Target groups for opportunities in events – disadvantaged pupils and pupils with SEND	Competition tracker
To increase participation on competitive sport	To ensure pupils gain a range of different skills when they leave school and so that everyone is given the opportunity to participate in sports activities and events	Pupils signing up to participate in activities and events outside of PE lessons	Trackers of pupils participating in events

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: Staff development

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Why –Staff confidence varies and new staff need support as 73% of staff last year felt confident in teaching PE What – improve lesson quality and confidence through CPD and use of Complete PE program How – Staff and pupil questionnaires, lesson observations, Personal Development Plans	• Ensure teachers are delivering lessons from Complete PE program • Ensure teachers are adapting their lessons where needed to suit the needs of the children • Develop teachers practice through CPD sessions and through support from sports team if needed • Use Complete PE program to ensure lessons are of high-quality, have a good sequence of learning, are accessible for all pupils,	• Pupils will have high-quality PE lessons from the Complete PE program • Staff will be confident to teach a range of sports activities • Staff will be able to adapt their lessons where needed to suit the needs of pupils • Pupils will be able to say whether their teacher helps and supports them, encourages them and if they enjoy PE lessons	• Staff confidence questionnaires • Teacher voice • Complete PE assessment outcomes PE • Learning walks • Practitioner development records • Lesson observations • Pupil voice

Your objective: Staff development

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	• Two members of staff received targeted professional development through modelling, team teaching and reflective discussions. • Staff confidence has increased when delivering a wider range of PE activities and adapting lessons to meet the needs of pupils. • Teacher voice indicates that staff feel more secure and confident using Complete PE to plan and deliver lessons. • Complete PE has improved consistency of curriculum delivery, lesson sequencing and assessment across the school. • Assessment outcomes show that the majority of pupils are achieving Expected or Exceeding standards in PE across all year groups, demonstrating positive pupil progress and attainment. • Learning walks identified improved lesson structure, pupil engagement and staff confidence in delivering PE independently.	Yes. • Complete PE provides a consistent curriculum framework, assessment system and planning resources that staff can continue to access year after year. • Staff development has focused on building teacher confidence and subject knowledge rather than creating reliance on external support. • Teachers are now more confident delivering PE independently and adapting lessons to meet the needs of their classes. • Assessment systems and learning walk processes are embedded and can continue to be used to monitor standards and identify future development needs. • Ongoing access to professional development through the Wilson Stuart School Sport Partnership will further support sustainability.	• Staff confidence questionnaires (pre and post support) • Teacher voice feedback • Complete PE assessment data • PE learning walks and monitoring records • Practitioner development records • Lesson observations • Pupil voice feedback	Complete PE subscription £500 Wilson Stuart SSP membership £500 Practitioner support (2 hours PE staff development and 2 hours PE lesson support per week) Approx. £5,040 Total Investment Approx. £6,040

Your objective: Increasing pupil engagement in regular physical activity and sporting opportunities

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Why – To increase opportunity's for children to meet recommended guidance through CMO (60 minutes per day) What – to work towards meeting the national physical activity guidance	• Provide pupils with a range of activities at lunch time • Develop the provision for pupils by using play leaders from across the school • Equipment and resources to be bought for facilitation of activity with play leaders and independent active play • Provide pupils with a range of after school clubs across the academic year • Provide sporting opportunities	• Pupils to be physically active at lunch times • Pupils to use a range of equipment and resources at lunch time to support a range of activities • Play leaders to be leading personal challenges and supporting team games on the field including football • Free to access after school clubs • Through sporting activities	• Pupil attendance (registers) in clubs in lunch time and after school • Data (Arbor)

Your objective: Increasing pupil engagement in regular physical activity and sporting opportunities

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	• Pupils have benefited from additional structured physical activity opportunities beyond curriculum PE through targeted lunchtime provision and free after-school clubs. The PE practitioner delivered approximately **72 additional hours of physical activity provision** across the academic year, including: 36 hours of structured lunchtime activity • 36 hours of after-school club provision • Two hours of professional development were provided for lunchtime supervisors, helping to improve the quality and sustainability of active play opportunities during lunchtime. • 5 free-to-access after-school clubs were provided, engaging: 24 Year 5 and 6 pupils in football (including 6 girls). 15 Year 1 and 2 pupils in multi-sports • The school successfully engaged pupils and families through the **Mini London Marathon**, with 15 pupils and their families travelling to London to participate in the event. A whole-school Mini London Marathon was also hosted on-site, providing every pupil with the opportunity to take part in a national physical activity initiative. Investment in equipment and resources has increased opportunities for pupils to be active during lunchtime and supported a wider range of activities throughout the school day. • Pupil participation in physical activity opportunities has increased, supporting the school's commitment to helping children work towards the recommended 60 active minutes per day.	Yes. • Equipment purchased can continue to be used during lunchtimes, PE lessons and extracurricular provision. • Lunchtime supervisor training has increased staff confidence and capacity to deliver and support active play opportunities independently. • The lunchtime activity model is now established and can continue to be embedded within the school day. • The success of free after-school clubs provides a model for future provision and supports continued pupil engagement in physical activity. • Whole-school events such as the Mini London Marathon have helped establish a culture that values physical activity and healthy lifestyles. • Ongoing support through the Wilson Stuart School Sport Partnership will continue to provide opportunities for participation and inclusion.	• Arbor club attendance records • Lunchtime participation records • After-school club registers • Mini London Marathon participation data • Pupil voice • Lunchtime supervisor feedback • Practitioner delivery records • Wilson Stuart School Sport Partnership records	Lunchtime equipment and resources £170 Practitioner support (2 hours per week physical activity provision) Approx. £2,520 Total Investment Approx. £2,770 Practitioner cost based on 72 hours of physical activity provision across the academic year at £35 per hour.

Your objective: To increase competitive sporting opportunities to pupils in KS2

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Why – Engagement and participation was low for KS2 intra competitions at 33% What – to provide opportunities for pupils to be involved in sporting activities in KS2 How –keep track of the Wilson Stuart calendar to see what events and competitions there are for all groups of pupils	• To buy into SPPFA • To buy into Wilson Stuart partnership and access their competition calendar • PE practitioner to facilitate sporting fixtures with other schools	• Taking part in a weekly football competition • Actively engaged with Wilson Stuart events (how many? And how many children?) • Look at numbers of disadvantaged and girls etc?	• Event calendar from Wilson Stuart • Competition and event tracker at SP for both inter and intra competition • Pupil attendance for all competitions and events

Your objective: To increase competitive sporting opportunities to pupils in KS2

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	• Pupils have benefited from a significant increase in competitive and inter-school sporting opportunities throughout the academic year. • Through partnerships with Wilson Stuart, Sutton Park Primary Schools Football Association, Birmingham City FC Foundation, The Brownie Foundation and Badminton England, pupils have accessed a broad range of sporting experiences beyond curriculum PE. • Sutton Park attended **13 competitions, festivals and sporting events**, creating approximately **140 participation opportunities** for KS2 pupils. Pupils represented the school across a diverse range of activities including: Girls' Football, Mixed Football, SEND Football, Tag Rugby, Badminton, Triathlon, Cricket, Colour Run events. • The competition calendar was designed to ensure opportunities were available for a broad range of pupils, with: **2 targeted girls' events** and **2 targeted SEND events** • Most other events providing opportunities for both boys and girls to participate. • Participation opportunities have become more inclusive, ensuring pupils of different abilities, backgrounds and interests have the opportunity to represent the school. • Pupil voice indicates that children enjoy representing the school, trying new activities and competing alongside pupils from other schools. • Increased participation has helped raise the profile of school sport and encouraged greater engagement in physical activity across KS2.	Yes. • Membership of the Wilson Stuart School Sport Partnership and Sutton Park Primary Schools Football Association provides access to an annual programme of competitions, festivals and sporting opportunities. • Strong relationships with local partners continue to provide high-quality opportunities for pupils to represent the school. • Systems for identifying, preparing and supporting pupils to attend events are now well established. • The PE practitioner has supported the coordination of fixtures, festivals and competitions, helping embed sustainable processes within school. • The school has developed a culture where pupils actively seek opportunities to represent Sutton Park in sport, supporting continued participation in future years. • The broad range of events available through partnership memberships ensures opportunities remain accessible to girls, SEND pupils and those who may not traditionally engage in competitive sport.	• Competition and festival attendance records • Wilson Stuart event calendar • SPPFA fixture records • Arbor participation data • Participation breakdown by event • Pupil voice • Event registers • Photographs and school communications	Wilson Stuart SSP Membership £1,500 Sutton Park Primary Schools Football Association Affiliation £75 Practitioner support for coordination, preparation and attendance at competitions and festivals Approx. £1,115 Total Investment Approx. £2,690

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