





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	All primary aged pupils offered swimming lessons	Due to capacity, the classes attended on a rota basis.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	For those who could access lessons, stroke development was taught	For the great majority of primary pupils the swimming sessions were developing water confidence, safely entering and exiting the pool and the life skills of dressing
3. Perform safe self-rescue in different water-based situations	They are following the 'Learn to Swim' programme: The Swim England Learn to Swim Programme is the leading national teaching syllabus for delivering safe, inclusive and effective swimming lessons.	No pupils able to perform independent self rescue

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	Rebound therapy Level 2 training, 10 practitioners trained. Use of specialist coaches to model teaching	Not all pupils accessed specialist coaches
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Curriculum reviewed and re written to ensure that each pathway and key stage has a broad and balanced Curriculum. Specialist teachers used to teach in KS3, 4 & 5	Primary teaching needs to be supported Minibuses are often used for other activities

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	Pupils have been engaged in out of school competitions and activities with achievements celebrated in assembly. Through class dojo staff share with parents what their children have been achieving through images and messages.	To use more award schemes
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	Physical activity is seen as an integral to pupil development, as well as taught lessons this includes movement breaks, lunchtime clubs, playground activities, equipment and sensory play	Plans in place to improve the school playground equipment
5. Increasing participation in competitive sport	Some pupils have accessed special needs competitions	Need to increase range of competitions Minibus demand can affect availability

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	All primary aged pupils accessed swimming for a full term across the year. They are following the 'Learn to Swim' programe: The Swim England Learn to Swim Programme is the leading national teaching syllabus for delivering safe, inclusive and effective swimming lessons.	All pupils continue to work towards this target due to their needs
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils continue to access teaching towards these strokes	All pupils continue to work towards this target due to their needs
3. Perform safe self-rescue in different water-based situations	Regular sessions practicing entry and exit from the pool	All pupils continue to work towards this target due to their needs

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
Specialist football coaching delivered by Aston Villa community group	Pupil confidence, gross motor skills and fitness. To continue to practice skills at school.	Primary group who can access and follow instructions.	Pupils to demonstrate an increase of skills, ability to follow instructions and stay safe
Install indoor climbing frame in primary hall	Pupils to demonstrate improved coordination and gross motor skills	All primary pupils	For primary pupils to be able to access climbing and gross motor control throughout the year
Rebound therapy programme to be introduced at Hallmoor School	Increased regulation, gross motor coordination and communication skills	Primary pupils plus individual pupils throughout school with trained staff, individual programmes and an assessment framework to demonstrate progress coordination and	School to have introduced a rebound therapy programme

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

Plan, monitor and evaluate (2025/2026)

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Primary swimming – for all pupils to access a full term of swimming	To use a local swimming pool, hired coach and to follow the 'Learn to swim' program from Swim England	Pupils working towards swimming standards and increased water safety	Swim England Learn to Swim Programme | An introduction
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	All pupils at primary age have accessed swimming. Although	School to work with the Trust to secure budget for swimming to continue in 2026/27	Termly swimming attendance, Evidence for Learning recording. Curriculum planning and assessments, Annual reviews	£12,500

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)	Increased access to rebound therapy for pupils at all levels	For identified staff to be trained to Level 2	Increased participation and skill levels using the rebound therapy assessment framework	ReboundTherapy.org | The Official Body for Rebound Therapy | Founded 1972
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Training complete and pupils across all pathways able to access rebound therapy	Training lasts for 3 years	Rebound therapy rotas in place and all classes have access within the timetable.	**£3,640**

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 improve the development of gross motor skills through access to a wider range of equipment	To install more climbing frames in the primary PE hall	PE lessons including a wider range of equipment for pupils to use safely	Climbing frame - Rainbow Frame – Sports Equipment Supplies
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Frames have been used in taught PE lessons as well as for pupil regulation.	Equipment to be inspected regularly, curriculum planning includes use of climbing frames all year round. Risk assessment in place	Evidence for Learning recording. Curriculum planning and assessments, Annual reviews	**£1,800**

Overall effectiveness of Sports Premium 25-26

The PE and sports premium has had a significant impact on increasing pupil access to physical activity and equipment that could not be offered previously. Staff have grown in confidence through working with specialist coaches and receiving targeted training which will allow changes to be sustained for several years.

Pupils of all abilities benefit from timetabled PE lessons using a range of locations and equipment within school and in the local community. The PE curriculum has been reviewed and rewritten where necessary ready for 2026/27 academic year.

Overall, the PE and Sport Premium has enhanced the quality of teaching, increased opportunities for pupils to be physically active and further embedded a positive culture of physical activity across the school. For our pupils with SEND, success is measured through personalised progress, increased participation, confidence, independence and enjoyment, all of which have shown positive improvement throughout the year.