PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

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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.

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	Swimming lessons were successfully delivered and pupils developed confidence in the water. • Many pupils improved their swimming ability and made good progress towards national curriculum expectations. • Pupils demonstrated increased confidence and competence during lessons.	• A number of Year 6 pupils did not meet national curriculum swimming requirements by the end of KS2. • Swimming assessment data identified gaps in attainment for some pupils.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• Pupils were taught and practised a range of swimming strokes. • Lessons supported the development of technique, coordination and stamina. • Pupils demonstrated improved competence across different strokes throughout the programme.	• Some pupils required further opportunities to refine stroke technique and consistency. • Assessment data showed that not all pupils were able to perform a range of strokes effectively by the end of the programme. • Additional practice sessions would support continued improvement.
3. Perform safe self-rescue in different water-based situations	• Swimming lessons promoted water safety awareness and safe behaviour in and around water. • Pupils developed an understanding of personal safety and self-rescue techniques. • Pupils showed increased confidence when discussing water safety scenario	• Some pupils required further reinforcement of water safety and self-rescue skills. • Pupils working below expected standards would benefit from additional opportunities to consolidate learning. • Further practice would support greater confidence in applying self-rescue skills independently.

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	• Teacher feedback highlighted increased confidence and competence in delivering PE. • Improved quality of PE provision was reflected in pupil outcomes and engagement.	• Further professional development is required to support staff in specific areas of PE. • Opportunities for staff collaboration and sharing good practice were limited by staffing and time constraints.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• All pupils engaged in at least two hours of high-quality PE each week. • Investment in playground equipment increased active participation during lunchtimes and breaktimes. • Pupil surveys showed improved attitudes towards PE and sport. • Observations showed higher levels of physical activity during break and lunch times.	• Participation was uneven amongst some pupil groups, particularly disadvantaged pupils and girls in upper KS2. • Some pupils with SEND were less engaged in extracurricular clubs and sports activities. • Club attendance registers indicated lower uptake among specific groups.

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 performed at St George's Hall and Bradford Live. • School performances reached audiences of over 10,000 people. • Pupils were featured on BBC Look North and in local and national newspapers. • These opportunities raised aspirations and generated enthusiasm for PE, sport and the performing arts.	• High-profile opportunities involved selected groups of pupils rather than whole-school participation. • Further opportunities are needed to ensure wider representation across all year groups.
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	• Pupils accessed a wider range of sports including gymnastics, badminton and outdoor adventurous activities. • The Chance to Dance project gave Year 3 pupils the opportunity to work with Northern Ballet and the Royal Opera House. • Year 5 pupils participated in the Sing, Dance and Leap project with Northern Ballet. • Enrichment opportunities contributed positively to pupil engagement and enthusiasm.	• Not all pupils were able to access the same enrichment opportunities due to participation limits and scheduling. • Engagement in extracurricular clubs varied across year groups and pupil groups.
5. Increasing participation in competitive sport	• Pupils participated in local sports competitions and festivals. • Participation increased pupil confidence and provided opportunities to represent the school. • Competitive events contributed positively to pupils' sporting experiences and achievements.	• A number of Year 6 pupils did not meet national curriculum swimming requirements. • Swimming assessment data identified gaps in attainment. • Opportunities for intra-school competitions were fewer than planned due to weather and staffing constraints. • Limited internal competition

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
Increase physical activity at break and lunchtime.	To improve pupils' daily activity levels and engagement in active play.	2. Increasing engagement of all pupils in regular physical activity.	Investment in playground equipment increased participation in active play. Pupil voice and observations showed higher levels of physical activity during breaktimes and lunchtimes.
Provide a broader range of sports and physical activities.	To increase participation and provide opportunities for all pupils to experience different sports.	4. Offer a broader and more equal experience of sport.	Pupils accessed a wider range of sports including gymnastics, badminton and outdoor adventurous activities. Club attendance increased and pupils demonstrated improved physical literacy skills.
Raise the profile of PE and sport across the school community.	To promote healthy lifestyles, celebrate achievement and inspire participation.	3. Raising the profile of PE and sport across the school.	Year 3 pupils participated in Chance to Dance with Northern Ballet and the Royal Opera House. Year 5 pupils took part in Sing Dance and Leap. Pupils performed at St George's Hall and Bradford Live and featured on BBC Look North and in local and national newspapers.
Increase participation in competitive sport.	To develop teamwork, resilience and confidence through competition.	5. Increasing participation in competitive sport.	Pupils participated in local sports and competitions, representing the school positively and developing confidence, teamwork and resilience.

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)	Increase girls' participation, confidence and leadership in sport and physical activity.	Join the Girl Power programme and provide opportunities for girls to take part in leadership activities. Support Year 5 pupils to attend the Girl Power National Conference and share ideas with the wider school community.	Increased participation of girls in clubs, competitions and physical activity. Improved confidence and greater pupil leadership in promoting sport.	Participation data, pupil voice, attendance at Girl Power events and leadership activities within school.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Girls showed increased confidence and engagement in sport. Year 5 pupils attended the Girl Power National Conference in Bradford and delivered a presentation on how they encourage girls' participation in sport within school. More girls took part in clubs and sporting activities.	Yes. Future Year 5 pupils can continue to take part in the programme and act as role models, encouraging younger pupils to become involved in sport.	Pupil voice, conference participation, presentation feedback and increased club attendance by girls.	None

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)	Increase physical activity and engagement during breaktimes and lunchtimes for all pupils.	Purchase additional playground markings and equipment, extend the existing trim trail, introduce mixed-age playtimes and develop Junior Fitness Leaders to organise activities.	Increased participation in physical activity, improved behaviour at playtimes and increased opportunities for SEND, disadvantaged and less active pupils to be active.	Pupil voice, behaviour records, playtime observations and participation data from Junior Fitness Leaders.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Pupils are more active at breaktimes and lunchtimes, with greater engagement in organised games. Mixed-age playtimes have increased participation and social interaction. Junior Fitness Leaders have successfully encouraged active play.	Yes. Playground markings and trim trail improvements are long-term resources. Equipment can be reused annually and Junior Fitness Leaders can be trained each year to support activities.	Pupil and staff voice, playtime observations, behaviour records and increased participation in active play.	£5000 for the playground markings.

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)	Increase participation in competitive sport through regular school-based competitions.	Organise half-termly house competitions, lunchtime tournaments and inter-year group events in a range of sports. Ensure SEND, disadvantaged pupils and girls are actively encouraged and supported to participate.	Increased participation in competitive sport, improved confidence and teamwork, and greater engagement from all pupil groups.	Competition registers, pupil voice, staff observations and participation data.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	More pupils took part in competitive sport throughout the year. Increased participation from girls, SEND pupils and disadvantaged pupils. Pupils demonstrated improved teamwork, resilience and sportsmanship.	Yes. Competitions can be included in the annual PE calendar and delivered using existing staff, equipment and house teams.	Participation records, pupil voice and photographs of events.	None

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)	Deliver an inclusive Sports Day that promotes participation, achievement and parental engagement.	Organise a whole-school Sports Day with parents invited to attend. Use Bradford Bulls coaches to support the event and provide certificates. Celebrate participation and achievement through medals and awards. Ensure all pupils, including SEND and disadvantaged pupils, can take part.	Increased participation, enjoyment and confidence in PE. Stronger links with parents and greater celebration of sporting achievement across the school.	Attendance records, pupil and parent voice, photographs and staff observations.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	High levels of pupil participation and enthusiasm. Parents were well attended and engaged in the event. All pupils, including SEND pupils, successfully took part and achievements were celebrated.	Yes. Sports Day will remain part of the annual calendar, with established links to external coaches and resources available for future events.	Pupil voice, parent feedback, photographs and staff observations.	**£250** (£50 medals and awards; £200 Bradford Bulls coaches x2, including certificates).

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 a range of engaging physical activity and enrichment workshops that promote creativity, movement, coordination and enjoyment of physical activity for all pupils.	Organise a whole-school African Drumming Day, giving all pupils the opportunity to explore rhythm, movement and musical expression through active participation. Deliver weekly Chance to Dance workshops for Year 3 and Year 5 in partnership with Northern Ballet and the Royal Opera House, culminating in performance opportunities and showcasing pupils' skills and creativity.	Increased participation, enjoyment and confidence in physical activity. Improved coordination, rhythm, teamwork and self-expression. Greater enthusiasm for dance and movement-based activities and increased engagement in PE across the school.	Pupil voice, staff observations, workshop attendance, photographs and video evidence.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The African Drumming Day was a huge success and enjoyed by all pupils. Year 3 and Year 5 also made good progress through their weekly Chance to Dance sessions, with positive feedback from pupils and staff.	Yes. Due to its success, the school will host another workshop this year. Links with Chance to Dance will continue to support future dance opportunities.	Pupil voice, staff feedback, photographs and observations.	African Drumming workshop - £600 Northern Ballet Chance to Dance programme - £400.

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 ensure pupils and staff have access to high-quality, well-organised PE equipment that supports the delivery of PE lessons and active play.	Audit and reorganise the PE cupboard, replacing damaged equipment and purchasing new resources. Equipment purchased included dodgeballs, volleyballs, skipping ropes, Connect 4, basketball hoops, parachutes, Samba football goals, tennis balls, training bibs and footballs.	Improved access to equipment, increased participation in PE and physical activity, and a wider range of sports and activities delivered across the school.	PE equipment audit, photographs and staff feedback.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The PE cupboard was completely reorganised, making equipment easier for staff to access and use during lessons. New and replacement equipment enabled a wider range of activities to be delivered and increased pupil engagement in PE lessons and active playtimes.	Yes. The equipment is clearly organised and easily accessible for staff. Replacing damaged resources and investing in new equipment will support PE provision for future years.	Staff feedback, equipment audit and observations.	£3000

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 a range of high-quality after-school sports clubs to increase participation, develop skills and encourage enjoyment of physical activity.	Provide weekly after-school sports clubs led by Bradford Bulls coaches for KS1 and KS2 pupils. Activities will change each half term and include football, cricket, rounders, dodgeball and gymnastics to ensure a broad sporting experience.	Increased participation in physical activity, improved sporting skills and confidence, and greater engagement in extracurricular sport across the school.	Club registers, pupil voice, staff observations and photographs.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The clubs were well attended and gave pupils the opportunity to try a range of sports. Places were prioritised for Pupil Premium pupils, pupils with SEND and those who had not previously attended a club, helping to increase participation. Pupils developed skills, confidence and teamwork, with positive feedback from children.	Yes. The ongoing partnership with Bradford Bulls provides high-quality coaching and a varied programme of sports each half term.	Club attendance records, pupil voice and staff observations.	Bradford Bulls after-school sports club provision. £1800