



PE and sport premium monitoring and tracking form *2025/2026*



Commissioned by



Department
for Education

Created by



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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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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	In June 2024, we took our year 5 pupils to Hitchin outdoor pool for a further 5 hours of swimming lessons—additional to their Year 4 National Curriculum offer. At the start of the year, 64% had achieved the NC level. With Top up swimming and parent provided swimming lessons, a further 4 pupils have achieved the NC level – 71% of our year 6 cohort.	We have a target of all pupils (100%) being able to achieve the national curriculum level.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	37 (64%) pupils achieved (or improved their confidence) Charter 6 during their year 5 lessons (key parts of Charter 6 included below) 1. Two out of the following three must be completed: a. Swim 10 metres front crawl. b. Swim 10 metres backstroke. c. Swim 10 metres breaststroke b. Swim 25 metres* (choice of stroke optional).	We have a target of all pupils (100%) being able to use a range of strokes effectively.
3. Perform safe self-rescue in different water-based situations	64% of current year 6 pupils passed their self-rescue award (having already achieved Charter 6 previously) in a swimming pool environment in June 2024. All pupils receive water safety lessons: 1 per year group as part of PSHE KS2 pupils have an assembly once a year	We have a target of all pupils (100%) being able to perform self-safe rescue.

Review of the last academic year (2024/2025)



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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	1. Continue to provide teachers with CPD as required Teacher feedback tells us that support received this year will help with their teaching of those areas in PE next year. These areas were particularly useful: - Seeing the plan on paper come to life in the space used - Opportunity for CT to support SEN/disadvantaged pupils to access PE (this has not impacted pupils achieving ARE in PE but teachers report it has meant a positive experience of PE for these pupils) In 2023-4 96.3% of pupils at Hartsfield were achieving ARE+ in PE. In 2024-5 94.6% of pupils at Hartsfield achieved ARE+ in PE. This data represents the changing population at Hartsfield but also recognises that most of our pupils are continuing to achieve well in PE.	KS1 pupils have a greater number of pupils at PRE and WTS and so Year 2 and 3 will require curriculum support next year.

2. Increasing engagement of all pupils in regular physical activity and sporting activities

2. Continue to promote the importance of 60 active minutes a day.

Pupils have received funded extra-curricular opportunities using the PE and sport premium. This has meant we have been able to maintain high levels of physical activity opportunities for our pupils. This will not be sustainable to this level without the PE and sport premium.

We used our PE premium to provide a year 3 and 4 girls football club in the summer term and encouraged and tracked our disadvantaged pupils attending our clubs.

Group	2023-4	2024-5
Year 6	97%	74%
Year 5	71%	56%
Year 4	52%	55%
Year 3	48%	50%
Year 2	64%	57%
Year 1	24%	42%
EYFS	0%	0%

Extra-curricular data shows an improvement in opportunities for year 1, year 3 and year 4.

	SEN
Year 1	3/10 30%
Year 2	0/5 0%
Year 3	4/10 40%
Year 4	3/6 50%
Year 5	5/12 42%
Year 6	8/11 73%

Our SEN extra-curricular club data could be improved.

	Female	
Year 1	15/29 52%	28%
Year 2	14/29 48%	67%
Year 3	15/28 54%	48%
Year 4	22/31 71%	66%
Year 5	19/29 66%	68%
Year 6	18/24 75%	96%
	2024-25	2023-24

A focus on opportunities for girls has been successful this year – especially using a girls' football club at lunchtimes. We have seen an increase in girls

attending clubs in Year 3 and 4 which was our focus.

	PPG
Year 1	1/4 25%
Year 2	2/4 50%
Year 3	2/5 40%
Year 4	4/8 50%
Year 5	1/6 17%
Year 6	2/6 33%

PPG pupils have been encouraged to attend extra-curricular opportunities however, attendance has been quite low. Pupil voice will need to be collected.

3. Raising the profile of PE and sport across the school, to support whole school improvement

3. Supporting year 6 to year 7 transition

Conversation with KTS head of year 7 PE recognised changing for PE as a barrier for some pupils to accessing PE.

Summer term – year 6 pupils brought kit to school to change in school for PE. This had a positive impact and will continue to happen in year 6 moving forwards.

Another point made was that many year 7 pupils have never had the opportunity to attempt a forward roll in

Transition to secondary school will need to continue to be supported. It would be great to be able to work more closely with the local secondary PE departments to provide more information about our pupils with the aim of continuing to encourage our girls and disadvantaged pupils the opportunity to be active.

	gymnastics. PE subject leader ensured this skill is to be delivered in each KS2 year group with more basic rolling actions in KS1 as per getset4pe plans and progression. This will continue in our gymnastics lessons. Pupil voice recognised that a few still did not like changing for PE. Staff noticed that over the term, pupils who had initially needed to change in a toilet cubicle became more confident to change in front of their peers. 93% of year 6 pupils were able to complete a forwards roll when they transitioned to their secondary school.	
4. Support EYFS pupils in achieving their physical development early learning goals	Support EYFS pupils in achieving their physical development early learning goals The Early Learning Goal for Physical development states ▪ Gross Motor Skills Children at the expected level of development will: ▪ Negotiate space and obstacles safely, with consideration for themselves and others; ▪ Demonstrate strength, balance and coordination when playing; ▪ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ▪ Fine Motor Skills Children at the expected level of development will: ▪ Hold a pencil effectively in preparation for fluent writing ▪ using the tripod grip in almost all cases; ▪ Use a range of small tools, including scissors, paint brushes and cutlery; ▪ Begin to show accuracy and care when drawing. Looking at these further staff made a review of the resources for the EYFS outdoor area to promote and support the Early learning Goal for Physical Development identified some areas such as hanging and lifting and using large shoulder movements as areas where we could develop provision to enable children to develop their strength and control and which would support fine	Assess the new cohort and quickly identify key children who may need support and targeted provision to achieve the Early Learning Goal at the end of the year. Further resources and equipment to purchase to develop all areas of the physical development early learning goals both inside and outdoor provision.

	motor skill development too. Some money was used to purchase resources and staff used website such as NHS – child development and growing up – hand skills and https://www.buckshealthcare.nhs.uk/cyp/pifs/developing-play-and-fine-motor-skills-in-the-early-years/ to identify resources or provision that would support the development needed. All staff had a strong focus on developing the Physical Development of children using the DFE Early Learning Goal and non-statutory Development matters to identify key children who may need extra support or who were working towards in the area. The cohort had a high percentage of boys who enjoyed physical play but were unable to demonstrate fine motor skill – these were identified and supported to use the provision and develop fundamental skills to support their fine motor development. At the end of the year 5 children including two SEND children of the 59 children did not achieve the Physical development Early Learning Goals (92%)	
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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	Data collected at the end of the Year 5 additional swimming sessions – June 2025 69%	Speak to year 6 pupils having not achieved 25metres to find out about their swimming history. Offer top up swimming to these pupils in school holidays.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	69%	
3. Perform safe self-rescue in different water-based situations	24%	Carry out a curriculum water safety lesson during sports week 2026 and an assembly to KS2.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Increase teacher confidence, knowledge and skills teaching PE with a focus on supporting SEN pupils in PE.	To ensure all children are participating in two hours a week of high-quality PE every week.	<i>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus on SEN and PPG pupils.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	<i>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</i>	Google survey with KS2 pupils outlining the amount of activity pupils' access outside of school. Similar survey for KS1 pupils to send home to parents. Extra curricular timetable and participation data. Lunchtime activity plan

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*
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Plan, monitor and evaluate (2025/2026)

Your Objective: Provide PE CPD and support to all staff



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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	Increase teacher confidence, knowledge and skills teaching PE with a focus on supporting SEN pupils in PE.	Speak to staff about their individual needs linked to year group PE long term plan (some staff have moved year groups this year) Continue to fund getset4pe scheme of work PE subject lead and SGO to offer team teaching as required Provide staff meeting session linked to needs of staff using our NHSSP membership Provide targeted support for staff in response to staff skills survey from Premier Education PE resources updated to enable HQ PE to take place	Continued improvement of staff confidence delivering HQ PE. Continued high levels of pupils achieving ARE in PE (94.6% in 2024-25) Pupil voice reporting that they are enjoying PE lessons and the ability to talk about what they are learning in PE (not the sport focus).	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff have reported increased confidence in teaching the key content they have been supported with.	Low staff turnover and limited movement between year groups means that staff who have received support will continue to deliver HQ PE next year. Getset4pe will need to be funded to support curriculum delivery.	Pupils achieving ARE in PE has increased from 94.6% to 95.7%. A pupil survey across the school said that 75% of all pupils like most parts of PE or it's their favourite subject. Year 6 pupils were able to talk about skills they were learning in PE linked to cricket.	£10,000

Your Objective: Drive physical activity levels



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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	Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus on SEN and PPG pupils. Working towards the idea that ALL pupils are active for 60minutes a day.	Increase the number and range of activities and clubs on offer – collect pupil voice to ensure it is what is wanted Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 5 and 6 playleaders. Use a Premier Education coach to support this. Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play. Promote activity in assemblies Promote active travel to school – scooter days in school for EYFS/KS1 Consider balance of participation and competitive event opportunities Fund transport and staff for pupils to attend competitive and participation events	We are aiming for our pupils to be active at lunchtime through play-leader activities and lunchtime clubs. Over 2024-25, KS1 participation in extra-curricular clubs was 49.5% and KS2 at 58.7%. By July 2026, we hope to improve these. Our SEN extra-curricular attendance data was 42.5% and PPG attendance data was 27.2%. We aim to focus on these groups and improve them both.	Collect information from children about activity levels outside of school Extra-curricular timetable and participation data. Lunchtime participation records																																																																								
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Evaluate	In 2025-26 we have seen KS1 participation being maintained at 47% (previously 49.5%) however, KS2 club attendance has improved from 58.7% to 67%. Overall, our SEN extra-curricular attendance has improved from 42.5% to 52.4% and PPG attendance has improved from 27.2% to 48%. We have also seen a further increase in year 3 and 4 girls’ extracurricular attendance.	The level of funded extra-curricular opportunities that we offer is not sustainable without the PE premium. Any further staff led opportunities will continue to focus on engaging our PPG and SEN pupils. <table><tr><th>PPG</th><th>2024-5</th><th>2025-6</th><th>Female</th><th>2024-5</th><th>2025-6</th><th>SEN</th><th>2024-5</th><th>2025-6</th></tr><tr><td>Year 1</td><td>1/4 25%</td><td>1/4 25%</td><td>Year 1</td><td>15/29 52%</td><td>13/27 48%</td><td>Year 1</td><td>3/10 30%</td><td>0/1 0%</td></tr><tr><td>Year 2</td><td>2/4 50%</td><td>2/4 50%</td><td>Year 2</td><td>14/29 48%</td><td>17/28 61%</td><td>Year 2</td><td>0/5 0%</td><td>3/9 33%</td></tr><tr><td>Year 3</td><td>2/5 40%</td><td>4/4 100%</td><td>Year 3</td><td>15/28 54%</td><td>26/31 84%</td><td>Year 3</td><td>4/10 40%</td><td>1/3 33%</td></tr><tr><td>Year 4</td><td>4/8 50%</td><td>1/5 20%</td><td>Year 4</td><td>22/31 71%</td><td>20/27 74%</td><td>Year 4</td><td>3/6 50%</td><td>5/10 50%</td></tr><tr><td>Year 5</td><td>1/6 17%</td><td>6/8 75%</td><td>Year 5</td><td>19/29 66%</td><td>20/31 65%</td><td>Year 5</td><td>5/12 42%</td><td>6/7 86%</td></tr><tr><td>Year 6</td><td>2/6 33%</td><td>2/8 25%</td><td>Year 6</td><td>18/24 75%</td><td>19/29 66%</td><td>Year 6</td><td>8/11 73%</td><td>7/12 58%</td></tr><tr><td>Total</td><td>12/33 36.3%</td><td>16/33 48.4%</td><td>Total</td><td>103/170 60.5%</td><td>115/173 66.4%</td><td>Total</td><td>23/54 42.6%</td><td>22/42 52.3%</td></tr></table>	PPG	2024-5	2025-6	Female	2024-5	2025-6	SEN	2024-5	2025-6	Year 1	1/4 25%	1/4 25%	Year 1	15/29 52%	13/27 48%	Year 1	3/10 30%	0/1 0%	Year 2	2/4 50%	2/4 50%	Year 2	14/29 48%	17/28 61%	Year 2	0/5 0%	3/9 33%	Year 3	2/5 40%	4/4 100%	Year 3	15/28 54%	26/31 84%	Year 3	4/10 40%	1/3 33%	Year 4	4/8 50%	1/5 20%	Year 4	22/31 71%	20/27 74%	Year 4	3/6 50%	5/10 50%	Year 5	1/6 17%	6/8 75%	Year 5	19/29 66%	20/31 65%	Year 5	5/12 42%	6/7 86%	Year 6	2/6 33%	2/8 25%	Year 6	18/24 75%	19/29 66%	Year 6	8/11 73%	7/12 58%	Total	12/33 36.3%	16/33 48.4%	Total	103/170 60.5%	115/173 66.4%	Total	23/54 42.6%	22/42 52.3%	Informal activity levels were observed to have improved with the provision of an adult (Premier Education) on the playground in the autumn term. Play leaders were seen to target EYFS and KS1 pupils. A skipping workshop during sports week encouraged skipping at break and lunch times.	£7000
PPG	2024-5	2025-6	Female	2024-5	2025-6	SEN	2024-5	2025-6																																																																				
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