

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

Commissioned by



Department
for Education

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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	60%	An increase in percentage of children who are able to swim over 25m from last year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	60%	An increase in percentage of children who are able to swim over 25m from last year.
3. Perform safe self-rescue in different water-based situations	All children in Year 5 take part in the self-rescue at a level that is accessible to them.	

Review of the last academic year (2024/2025)

- Teachers have upskilled and increased confidence in specific curriculum areas through twilight CPD courses and continued access to CPD online through the Lancashire PE passport app leading to children making good progress in their Physical Education.
- Children have been given the opportunity to take part in a wider range of sporting activities during extra-curricular time which has increased participation in sport and encouraged children to take part in sport in the wider community.
- Members of staff being trained and equipment provided to encourage children to be physically active during break and lunch times helping to increase the amount of time the children being physically active each day.

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	• All staff to attend Gymnastics training to increase confidence of delivery of PE. • Extended use of Lancashire PE passport app aiding the delivery and assessment of PE.	All teachers delivering a good level of Dance during their PE lessons in line with the Lancashire PE passport app. Members of staff upskilled so that they can help pupils to achieve their potential in swimming lessons. Staff are able to deliver sessions to reception children to teach them how to ride a bike.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• year 6 children trained to be play leaders delivering multi-skills based games in KS1 playtimes encouraging the children to be active. • Access to bikes and scooters during play times for KS1 children. • Extra adults out on play times and lunchtimes to lead games and activities that encourage all children to be active.	Older pupils in the school have encouraged younger children to be active during their play times and lunch times. Children recognize the importance of the correct kit and encourage them to be as active as possible during PE lessons. Children have opportunity to ride pedal bikes which is a skill learnt in reception during their Learn to Ride sessions with Go Velo. Area of school for our SEN children to access to encourage them to be physical active within the curriculum and at non-curriculum time too. Equipment to be used every break time and lunch time to encourage children to be active during their free time.
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	• Children took part in Tag rugby coaching from Wigan Warriors. • Wheelchair Basketball sessions • Climbing wall • Increase in extra-curricular sports clubs for children to attend across the key stages <i>e.g. gymnastics, multi-skills, football, dance.</i> • OAA for all year 5/6 children.	More opportunities for children to see how they can become active. All children given the opportunity to attend the residential for the day and have greater opportunities of how they can be physically active. All children given the opportunity to learn to ride a bike. Giving them new skills and teaching them how to be safe.
5. Increasing participation in competitive sport	Continued membership with our local School Sports Network to allow us to enter a wide variety of organised competitions against other local schools.	Higher numbers of children across key stage 2 taking part in external competitive sport competitions.

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	32%	Another 10% of children are achieving lengths of around 20m.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	32%	Another 10% of children are achieving lengths of around 20m.
3. Perform safe self-rescue in different water-based situations	98%	One child still requires assistance to be safe in the water.

Aim	Why?	Key area	Supporting evidence
Continue to use the Lancashire PE app to inform planning and assessment of Physical Education.	Keeping a high level of good teaching and pupil progress and outcomes.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Percentage of children achieving or exceeding expected standard of PE. Video evidence gathered on the Lancashire PE app.
Continued the use of Year 6 play leaders and extra staff to encourage the physical activity of children during non-curricular time. Use pupil PE subject leaders.	To show the benefits of physical education and increase the amount of time pupils spend physically active each day.	Increasing engagement of all pupils in regular physical activity and sporting activities Pupil subject leaders will be the voices of all pupils in the school and their opinions on PE helping to deliver what the children want.	Percentage of children deemed to be physically active during their non-curricular time.
To hold regular intra school competitions. To show pathways to clubs in the wider community. To celebrate pupils and their achievements who attend sports clubs in the wider community. Use pupil PE subject leaders.	To show pupils how important it is to be physically active. Give all pupils regular opportunities to take part in competitive sport. To encourage children to go and try new sports outside of school. To show pupils what opportunities there are for them to attend. Pupil subject leaders will be the voices of all pupils in the school and their opinions on PE helping to deliver what	Raising the profile of PE and sport across the school, to support whole school improvement	Data gathered from each inter-school competition. PE subject leaders gather evidence of who accesses sports clubs in the wider community.

	the children want.		
To ensure that there is plenty of variety of extra-curricular clubs that run for all pupils across the year groups.	To encourage pupils to take part in a new sport and increase the amount of pupils who are attending after school clubs.	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	Registers kept for children attending clubs. List of competitions attended collated and presented to governors. List of outside agencies delivering sports to children collated and presented to governors. Images and pictures shared on social media.
To continue to attend competitions run by our SSN. To organise friendly competitions with local schools in a range of sports through the academic year. To hold regular intra school competitions.	To increase the opportunities that children have to take part in competitive sport. This will give pupils chance to be physically active, practice their skills and also learn and gain character values.	Increasing participation in competitive sport	List of children who have attended competitions outside of school collated on excel spreadsheet. List of competitions collated over the year and presented to governors. Images and pictures shared on social media.

Aims for the next academic year (2025/2026)

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)



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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	Continue to 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.	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. 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	Pupils are spending more non-curricular time being physically active and are increasing their physicality and skills.	Yes, the midday supervisors continue to deliver sessions in a range of activities e.g. football, netball playground games, dance and bowls during lunch play times.	93% of pupils believe they are physically active during their play times and lunch times from a survey the PE subject leaders carried out.	8000

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To find out how many children attend sport clubs outside of school.	Develop pupil leadership who will conduct a survey in all classes to find out how many pupils in school attend sports clubs. Taster sessions run at school to interest pupils and show what sports are on offer within the wider community. Following taster sessions sign posts sent to parents to show what sports re on offer with the wider community.	An increased interest and attendance of pupils who attend sports clubs outside of school therefore increasing the amount of time they spend physically active each day and for pupils to see how importance of being physically active.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate		Taster sessions in school, sign posting and sharing of clubs information with pupils and families needs to continue each year to continue to encourage and interest pupils.	48% of children said they attend clubs outside of school including football, swimming, gymnastics, ice skating.	£2500

Your Objective:



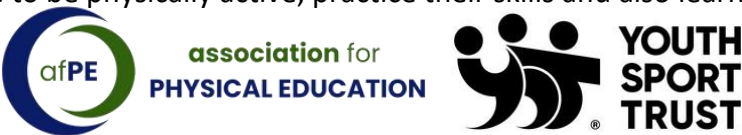
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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase the percentage of children that are achieving national average standard and above in swimming when they leave in Year 6.	All children to go swimming in year 4 from Autumn term through to Summer. Once they have completed this any swimmers who are in need of extra lessons will continue to go in year 5 as top ups taken by extra trained members of staff.	When data is collected at the end of year 4 the percentage of children that are achieving national average standard in swimming will be above the previous 41%.	Data collected from swimming teachers at the end of year 4. This data will further inform the pupils who require further swimming intervention going forward in year 5.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Yet to see impact as the cycle of transitioning to year 4 swimming has not been completed yet however there are already signs of a higher percent of year 4 pupils being able to swim at least 25m.	They are sustainable as Year 4 pupils will now go swimming throughout the academic year and those who do not achieve national standard will have time to continue their swimming in year 5.	25% of children in year swimming 25 meters with 40% of children in year 4 swimming 15 meters with still another terms worth of lessons to attend in Year 5. Those who do not achieve 25m by the end of the Autumn term will then have further access to lessons to help them achieve the national standard.	£2000

To increase the opportunities that children have to take part in competitive sport. This will give pupils chance to be physically active, practice their skills and also learn and gain character values.

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	To hold regular intra school competitions.	PE subject leader to lease with all members of staff to help organize a competition at the end of each half term. As a two-form entry school each year group will hold a class v class friendly competition based on the PE unit they have completed that half term.	Increasing the opportunity for participation in competitive sport for all pupils.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils. Data will also be collected by the teachers each half term to record the competition throughout the year.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	All children in school are having regular opportunity to take part in competitive sport and their values and character in doing so effectively are improving. Children are supportive of the teams and are more accepting of winning and losing.	Teachers will continue to run an intra school competition each half term.	Data is collected each half term to evidence which team/class won. Data will be collected from teachers through staff questionnaire once a full cycle has been complete to see if the competitions are having a positive impact on children’s participation in competition.	

Your Objective:



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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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective:



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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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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