

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

Commissioned by



Department
for Education

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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:

- [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)



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- 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.

<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	86% of pupils in year 6 can swim 25 metres. Evidence based on information and data collected poolside with swimming teacher.	We want this data to be 100%.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	83% of pupils in year 6 can use a range of strokes effectively. Evidence based on information and data collected poolside with swimming teacher.	We want this data to be 100%.
3. Perform safe self-rescue in different water-based situations	86% of pupils in year 6 can perform safe self rescues. Evidence based on information and data collected poolside with swimming teacher.	We want this data to be 100%.

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.	CPD focused on supporting least experienced teacher who was new to their year group for 2024-2025. CPD was run by Cambridgeshire County Council and the course 'PE for ECTS and Inexperienced Teachers': Spring 2025. Feedback from this course was positive. Staff voice from after-school staff meetings revealed that 100% of teaching staff felt that GetSet4PE had enabled them to teach PE with confidence in activities. One member of staff felt confident enough to run an after-school Football club which had a good uptake in years 4, 5 and 6. 3 fixtures against other local primary schools were organized throughout the school year (including a girls-only match where our team won).	Although teaching staff were confident with PE content provided by scheme of work, it was noted that teachers are less confident in applying assessment and differentiating lessons to support those with high behaviour needs. Lack of CPD across the rest of the school: next year, consider staff voice to pinpoint any further areas of development needed for staff. Not all extra-curricular clubs had a good uptake with some parents choosing to send children to clubs outside of school.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Addition of local football club (Cambridge United) providing a coach who can lead activities on the field at lunchtimes. Rotas have been put in place to ensure that all children in all year groups get the opportunity to participate in these activities. Observations by PE lead at play- and lunchtimes reveal that 80-90% of our children are physically active during these periods of down-time. Children regularly bring certificates/medals/trophies for parkrun, gymnastics, swimming, football, orienteering, dance etc to share in Friday celebration assemblies. Year 5 children are trained as Play Leaders each year and continue to provide structured games for KS1 children at lunchtimes.	Not all pupils are active for 60 minutes a day 7 days a week. UKS2 have the lowest uptake at after-school sports clubs compared to LKS2 and KS1. Target these next academic year? Play Leader games are varied and attract many Reception and KS1 children daily but Year 5 children often need reminding of the timetable and have been losing equipment.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	By celebrating all things PE, PA and SS in Friday Celebration assemblies, we are encouraging more pupils to enjoy movement and physical activity. 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school. Our PE units focus on developing the whole-child rather than just the physical side of PE. Use of House Captains and House Points used as a tool across school bringing about PE ethos of teamwork, respect, communication etc while adding in a competitive element.	Not all pupils are active for 60 minutes a day 7 days a week. Despite an improvement at the start of each term, lunchtime during physical activity and play, is when most behaviour incidents are reported on MyConcern. Red House feeling dejected from having lowest number of house points weekly; look into allocation of house teams for next year to ensure that all House Teams can experience being successful.
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	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: Curriculum – traditional sports but also activities such as yoga, gymnastics, dance, fitness, OAA, ball skills etc with focus on physical, cognitive and social development. Extra-curricular – Gymnastics, Drama, Dance, Netball, Football, Multi Skills, fitness, athletics, outdoor and adventurous, tennis, rounders/cricket, basketball etc	Despite our efforts, not all pupils are active for 60 minutes a day 7 days a week. Uptake of extra-curricular clubs not at capacity; some clubs only had minimum amount of children attending. Do we need to broaden our offer even further?
5. Increasing participation in competitive sport	5 out of 7 classes attended festivals at local secondary school (BVC) based on school sports. Attended the Cross Country competition at Netherhall with 3 children finishing in the top 10 of their age group and gender. School football team had three fixtures throughout the year which they won, drew and lost (the win coming from our girls' team). New kit sponsored by local business too!	Continue to develop our competition provision. Coach costs were a lot this year and there were a few date clashes with events already in the school calendar.

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 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*

<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	At the end of year 6, % of pupils could swim 25m. Data missing	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 6, % of pupils could use a range of strokes effectively. Data missing	
3. Perform safe self-rescue in different water-based situations	At the end of year 6, 100% of pupils could perform a safe self rescues. Based on swimming data from Year 5 and PSHE Water Safety unit in year 6.	Year 5 swimming lessons were not enough to ensure self-rescue in water-based situations. PSHE in Year 6 plugged this gap.

Overview of aims for 2025-2026



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Aim	Why?	Key Area	Supporting evidence
Focus on staff training to ensure adults are confident when teaching PE, delivering sensory circuits and in supporting children's movement needs in lessons.	To ensure all children are participating in two hours a week of high-quality PE every week and building knowledge for leading healthy lives.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.	Pupil attainment data, lesson observation reviews, pupil voice, staff voice, MyConcern behaviour log, register from OT workshop about 'Helping children to be ready to learn.'
Provide a range of activities throughout the school day to incentivize children in physical play particularly across key focus groups (UKS2 girls) and including after-school sport provision.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Take 5 campaign data. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plans.
Provide regular competitive elements within each PE lesson, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Lesson plans from GetSet4PE which outline competitive tasks/matches in each lesson and at the end of each unit. PE display board in school hall as well as articles in school weekly bulletin shared with parents, social media posts about inter-competitions. Competition calendar and register of participants.

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 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*

Objective 1 for 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	Focus on staff training to ensure adults are confident when teaching PE, delivering sensory circuits and in supporting children's movement needs in lessons.	Workshop for teachers and support staff to attend 'Helping Children to be Ready to Learn' 20.05.26 Work with SENCO to oversee sensory circuit provision (including topping up equipment/resources as and when needed) Subscribe to GetSet4PE to support teachers with lesson planning.	The staff body have more confidence in understanding the movement needs of children and understanding that in order to be efficient learners, children need to have their movement needs met and have foundational movement skills in place. We hope to see that staff understand that PE lessons are more than just teaching children physical skills, we are also developing them socially and cognitively.	Pupil attainment data, lesson observation reviews, pupil voice, staff voice, MyConcern behaviour log, register from OT workshop about 'Helping children to be ready to learn.' Staff feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Teachers continue to be positive about the GetSet4PE scheme as it naturally builds in skills to support children's development socially and cognitively. Teachers mostly agree that sensory circuits is important to those who attend; there is often a noticeable difference in behaviour when children have been late to school and missed their slot. More time needed to build in advice that was given to us by OT about satisfying children's proprioceptive sense during 'brain breaks'. MyConcern log has remained low in PE lessons when compared to other school areas for incidents.	Sensory circuits training – yes. We have so many trained members of staff now and a very skilled SENCO who can disseminate training rather than getting in an external body for training as we've done in the past. Just equipment which will need to be maintained/replaced as necessary. GetSet4PE subscription is fairly low-cost but with turnover of staff and teachers moving year groups, a good way to ensure continuous high-quality PE curriculum. Link with Cambridge United and BVC could be a low-cost way to have CPD in the future in a more sustainable manner.	High attendance at OT course (check final number with Helen). 16/18 (89%) children on the sensory circuit register had higher scores on their SDQ after their intervention. General consensus from children was that they enjoyed PE lessons with Mr Saunders and felt positive about PE lessons (especially across Years 5 and 6 who didn't have a good experience with a previous external coach). There was noticeable improvement in participation from children on SEND register compared to last academic year. Lesson observations by PE lead revealed that PE lessons prioritise children being active, lessons are well-thought out and organized. Teachers now need reassurance in managing logistics, SEND needs and perhaps would benefit from observing each other in a lesson-study style activity. Staff voice remains positive about GetSet4PE scheme.	Physical Resources for sensory circuits - £ OT course for staff – Any staff CPD – £ Any class cover which released a member of staff to attend CPD or sports activity - £ Subscription to GetSet4PE - £

Objective 2 for 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 (Complete now and monitor)	Provide a range of activities throughout the school day to incentivize children in physical play particularly across key focus groups (UKS2 girls) and including after-school sport provision.	School curriculum designed in a way to expose children to a wide range of activities (sports, gym, dance, fitness, OAA etc). Same goes for extra-curricular clubs. Structured and organized play activities at play- and lunch- times lead by pupils and by a designated member of staff: external coach leading competitive games on back-field using a rota across year groups. Play Leaders and Peer Mediators overseeing activities on the playground, Provide a wide range of play equipment to inspire different types of play (imaginative, games, role-play, building, dens, sport etc) Implementation of Take 5 campaign to support families in achieving their 60 active minutes a day.	Take 5 campaign inspires families to walk, scoot or bike to school rather than take the car. All year groups accessing active-styles of play at break and lunchtimes and/or taking on leadership roles: Year 5 trained as Play Leaders and year 6 pupils trained as Peer Mediators All year groups accessing coach-led activities on back field at lunchtime on a rota. Positive response to additional OPAL-style play activities on the playground. Improved participation at extra-curricular sports clubs by July 2026. In September 2025, KS1 and KS2 participation in extra curricular clubs sat at 29 children (21% roughly) By July 2026, we hope that this will increase and include more girls from UKS2.	Take 5 activity tracker log for each class. Extra curricular timetable and participation data spreadsheet. Parent survey data providing feedback about extra-curricular clubs Curriculum map showing range of activities and focus for assessment in each activity.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	As demonstrated by the Take 5 data, more of our families are choosing to promote an active lifestyle and work towards 60 active minutes a day by walking, scooting or biking to school. Extra-curricular club data showed an upward trend throughout the school year with OAA, tennis, dance, drama continuing to prove very popular. The teacher-led netball club achieved its goal in targeting Year 5/6 girls – many who had never attended a school sports club before. The sports coach proved invaluable by running daily competitive games of football, basketball etc during lunchtime, providing a safe-space for children who thrive off a more competitive style of play – thereby leaving space for new equipment to be played with; den-building, role-play, sandpit etc have all been popular. Lunchtime observations reveal that our playground is a very active space.	Continue to encourage families to travel to school in an active manner – use social media and bulletin to do this regularly. Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend. Consider whether an in-house member of staff can take the lead on overseeing active break- and lunchtimes rather than relying on external coach. Equipment will need to be upkept and maintained – consider asking for parent donations as and when needed rather than buying new each time (consider this in risk assessments for equipment too)	Take 5 data: At the start of the Take 5 campaign, only 50% of the school were travelling to school in an active way. By July 2026, 80% of the school were travelling in an active way. Extra curricular timetable and participation data – see spreadsheets where participation increased by 10% overall but most notably, amongst Year 6 girls. All year groups accessing active-styles of play at break and lunchtimes and/or taking on leadership roles: 100% of Year 5 trained as Play Leaders 50% of year 6 pupils trained as Peer Mediators All year groups accessing coach-led activities on back field at lunchtime on a rota. Review this for next year.	Play ground play equipment - £ Sportsafe maintenance and repairs – £ Cams Utd lunch-time activity leader provision - £ Teacher-led clubs – TOIL days? (AS and SS but KW didn't take) Play leader training – free from BVC Subsidising extra-curricular club provision? PE leader release time? -

Objective 3 for 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 (Complete now and monitor)	Provide regular competitive elements within each PE lesson, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils.	School curriculum designed in a way to expose children to a wide range of activities and using GetSet4PE planning units which build in competitive element in each lesson plus lead-up to intra- level games/matches at the end of each unit. Sign-up to the local SGO – Coleridge School Sports Partnership to access sports competitions at inter- level. Liaise with local secondary school (BVC) who organize sports festivals for each year group throughout the year. Organise and book transport to events liaising closely with school office team.	Intra- level competitions against Houses or classes within children's PE lesson offer (Y5 vs Y6, Y3 vs Y4 and Y1 vs Y2 etc) Success and participation at an inter- level of sport. High numbers of children participating at the BVC sports festivals.	Units of work in GetSet4PE which indicate when children play competitive matches/games. Display board in the school hall showing photos from inter- level competitions. Social media/weekly bulletin posts about inter- level events. Photos on Teams from BVC festival days.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are used to the GetSet4PE units with competitive elements built-in. Pupil voice was largely positive with children enjoying the mini-games in lessons. Success at inter- level: 2 golds at cross country and a winning trophy from the football tournament. 100% of children from years 1-4 attended a BVC festival. Unfortunately the Y5/Y6 event was cancelled due to thunderstorms.	The main barrier here is travel costs. The sport premium has allowed us to fund travel to and from events. Travel is not cheap. Will the merger with CH make this more sustainable as travel costs could be combined? Could parents support with ferrying children to and from events? Otherwise, nothing is in walking distance for us and public transport is not reliable or close enough either. Would it be worth training a member of staff up to get a C5 minibus licence and then borrowing Netherhall's minibus?	Whole-school sports day in July 2025 with vertical groupings and children organized into House teams. Intra- level competitions hosted within PE lessons each term at the end of each unit. Participation logs for cross country and football matches. Registers on Evolve for children who attended the BVC festivals.	Membership to Coleridge School Sports Partnership – £ Coach costs to inter- level sports competitions: £ Coach costs for transport to BVC festivals – £