

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	Swimming attainment data shows that of the year 6 pupils that participated 55% can swim 25 metres. Instructors noted good behaviour by pupils. Pupil confidence has risen.	We are limited by the fact we have an onsite pool which is smaller than the local swimming pool.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Swimming attainment data shows that of the year 6 pupils that participated 95% can use a broad range of strokes. This is a great increase compared to previous years.	
3. Perform safe self-rescue in different water-based situations	Swimming attainment data shows that of the year 6 pupils that participated 77% can perform safe self rescue.	We are limited with the depth of the pool due to having an onsite pool.

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	Support from Subject specialist provided CPD has benefitted staff. Using high quality lesson plans from Complete PE. This has resulted in staff confidence increasing so that 100% of staff feel confident to teach PE.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All pupils received 2 high quality lessons of PE each week. Pupils experienced a range of sporting activities across the curriculum. 178 places to take part in after school clubs were offered to pupils.	Weather impacts outside PE and limited hall slots mean PE is not always able to be taught inside.

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	178 places to take part in after school clubs were offered to pupils. 100% of pupils have been celebrated in our assemblies	Achievements could be celebrated in the school newsletter/Dojo platform.
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	Both boys and girls offered the opportunity for a range of after school clubs	Continue to offer a range of activities at lunch time to ensure that children are active for up to 60 minutes a day.
5. Increasing participation in competitive sport	Intra competitions able to happen between year groups during PE sessions.	KS1 did not participate in inter competitions. 1 year group in KS2 participated in a competition. Staffing issues and inter competitions after school have limited ability to participate.

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*

Aims for the next academic year (2025/2026)



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<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	Targeted Year 6 top-up swimming had a significant impact on attainment. Pupils achieving the 25m outcome increased from 5% at baseline to 80% at the end of the programme , an increase of 75 percentage points .	20% of pupils did not achieve the 25m outcome and require continued swimming development.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils achieving the range of strokes outcome increased from 9% at baseline to 88% at the end of the programme , an increase of 79 percentage points . This demonstrates significant improvement in stroke development and competence.	12% of pupils did not yet achieve the outcome and require further support to develop effective stroke technique and competence.
3. Perform safe self-rescue in different water-based situations	Pupils achieving the recorded safe self-rescue outcome increased from 4% at baseline to 82% at the end of the programme , an increase of 78 percentage points . Water safety and self-rescue learning was embedded throughout the top-up programme.	18% of pupils did not achieve the recorded outcome . The temporary pool environment also limits the teaching and assessment of some deep-water self-rescue skills, including fall-in entry, sustained treading water and climbing from full-reach depth.

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*

Your objective: Increase confidence, knowledge and skills of staff teaching PE and sport



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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)	To increase staff confidence, knowledge and consistency in delivering high-quality PE through the use of Complete PE and targeted practitioner support.	Provide staff with access to Complete PE to support planning, progression and assessment. The PE Practitioner will work alongside identified staff through modelling, team teaching, lesson observations and professional discussions to improve subject knowledge and teaching confidence. Particular support will be provided to ECTs and staff requiring additional support.	Improved staff confidence and subject knowledge leading to more consistent, high-quality PE lessons. Increased pupil engagement, clearer lesson progression and improved curriculum delivery across the school.	Complete PE subscription, staff confidence surveys, learning walks, lesson observations, pupil voice and assessment data.

Your objective: Increase confidence, knowledge and skills of staff teaching PE and sport



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Two members of staff received targeted PE development support during the Spring and Summer terms, including one Early Career Teacher. Staff reported increased confidence in planning and delivering PE lessons following support from the PE Practitioner. Learning walks identified greater consistency in lesson structure, progression and use of Complete PE resources. The introduction of Complete PE has also provided a consistent framework for planning and assessment across the school. Assessment information indicates that the majority of pupils are working at expected or exceeding standards in PE across most year groups.	Complete PE provides a consistent framework for planning, progression and assessment across the school. Staff confidence has increased through modelling, team teaching and professional discussions, enabling improvements to be sustained beyond direct practitioner involvement.	- Complete PE assessment data indicates the majority of pupils are working at expected or exceeding standards across most year groups. - Two members of staff received targeted PE development support, including one ECT. - Post-development staff voice reported increased confidence in PE delivery. - One supported teacher commented that the PE Practitioner had "really helped me with my lessons." - Learning walks identified greater consistency in lesson structure, progression and use of Complete PE resources.	Complete PE Subscription – £500 Practitioner Support – Approx. £2,500 Total: £3,000

Your objective: Increase engagement of pupils in regular physical activity



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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)	To increase participation in regular physical activity, particularly amongst girls, SEND pupils and those identified as least active.	Provide structured lunchtime activities, targeted interventions and inclusive opportunities which encourage all pupils to engage in physical activity. Activities will be adapted to meet the needs and interests of pupils, with particular focus on reducing barriers to participation.	Increased levels of physical activity during lunchtimes, improved engagement from identified target groups and positive attitudes towards physical activity.	Participation registers, pupil voice, observations, behaviour records and staff feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in structured lunchtime activities increased by approximately 25% compared with previous monitoring. Structured activities have supported greater engagement from girls, SEND pupils and previously less-active pupils. Lunchtime supervisors and staff report positive engagement and behaviour during structured activities.	Structured lunchtime provision has become embedded within daily school routines. Established systems, equipment and ongoing monitoring enable activities to continue and adapt to pupil needs over time.	• Pupil voice shows a 25% increase in the number of pupils who say they are active at lunchtimes. • 89% of pupils reported being involved in games and physical activity during lunchtime. • 97% of pupils said they enjoy lunchtime. • 92% of pupils reported being happy or very happy with the activities on offer. • Staff and lunchtime observations indicate increased engagement, particularly from SEND pupils and previously less-active pupils. • Behaviour and participation records show positive engagement in structured activities.	Equipment and Resources – £500 Practitioner Support – Approx. £2,500 Total Investment: £3,000

Your objective: Broaden and equalise access to PE, sport and physical activity



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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)	To ensure all pupils, including girls, SEND pupils and disadvantaged pupils, have equal access to extracurricular sport and physical activity opportunities.	Provide a range of before-school, lunchtime and after-school clubs which reflect pupil interests and target identified groups. Work alongside staff to identify pupils who may benefit from additional opportunities and remove barriers to participation where possible.	Increased participation in extracurricular activities from underrepresented groups and greater access to opportunities beyond curriculum PE.	Club registers, attendance records, participation monitoring and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Over 100 extracurricular club places were offered throughout the academic year. Targeted provision ensured that 20 places were specifically allocated to disadvantaged learners through before-school provision. Participation from girls, SEND pupils and disadvantaged learners increased through targeted club opportunities. Pupil voice indicates that pupils value the opportunity to access a wider range of sports and activities beyond curriculum PE..	The established programme of clubs and targeted provision can continue through collaboration between school staff and practitioner support. Monitoring participation enables future provision to be adapted to pupil need and ensures opportunities remain inclusive.	• Over 100 extracurricular club places were provided throughout the academic year. • 20 club places were specifically targeted towards disadvantaged learners through before-school provision. • Club registers show improved access for girls, SEND pupils and disadvantaged learners. • Participation monitoring demonstrates engagement from targeted groups. • Pupil voice indicates pupils value having access to a wider range of sporting opportunities beyond curriculum PE.	Practitioner Support (Clubs and Targeted Provision) – £3,160 Total Investment: £3,160

Your objective: Increase participation in competitive sport



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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)	To increase opportunities for pupils to participate in intra-school and inter-school competitive sport.	Utilise Bishop Challoner SSP membership, practitioner support and school competition opportunities to provide a broad range of competitive experiences. Deliver intra-school competitions and support participation in external competitions and talent pathways where appropriate.	Increased participation in competitive sport, improved confidence and greater access to sporting pathways.	Competition registers, participation data, pupil voice and event records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The PE Practitioner supported talent identification and competition opportunities throughout the year. Three pupils were selected to represent South Birmingham District Trials and a further three pupils were selected for Aston Villa Brookvale Academy development sessions. Intra-school competitions provided additional opportunities for pupils to experience competition and develop confidence, teamwork and resilience. Access to some external competitions was limited due to staffing and transport constraints following delays in the activation of the SSP membership.	Intra-school competition opportunities can continue through school-based provision. To maximise future inter-school opportunities, sustainable transport and staffing arrangements will need to be considered alongside partnership membership.	• Three pupils were selected to represent South Birmingham District Trials. • Three pupils progressed to Aston Villa Brookvale Academy development sessions. • Intra-school competitions provided opportunities for pupils to experience competitive sport. • Competition registers and event records demonstrate participation throughout the year. • Pupil voice indicates pupils enjoy opportunities to compete and represent the school. • Bishop Challoner SSP membership was purchased, although access to the wider competition calendar was impacted by delayed payment processing, staffing and transport constraints.	Bishop Challoner SSP Membership – £3,000 Practitioner Support – £500 Total Investment: £3,500

Your objective: Swimming & Water Safety



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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)	To ensure pupils develop confidence, competence and water safety knowledge through a structured swimming programme which supports pupils in achieving National Curriculum expectations by the end of Key Stage 2.	Provide an on-site swimming programme through the temporary pool model, enabling all pupils to access swimming lessons within the school environment. The PE Practitioner will support staff involvement and understanding of swimming progression and water safety.	An increased percentage of pupils achieving National Curriculum expectations for swimming and water safety, alongside improved confidence and participation in swimming.	Swimming assessment data, provider records, pupil voice and teacher observations.

Your objective: To increase physical activity levels for inactive pupils.



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Swimming provision is currently being delivered during Summer 2 using the school's on-site temporary swimming pool. The school has invested significantly in top-up swimming provision to ensure all pupils have access to swimming lessons and water safety education. Final attainment data will be available following completion of the programme later this term.	The on-site model provides consistent access to swimming lessons and reduces barriers associated with travel and external pool availability. Assessment information and provider feedback will be used to inform future planning and provision.	- Swimming provision is currently being delivered through the on-site temporary pool model. - The school has invested £7,000 in top-up swimming provision. - Final Year 6 swimming attainment data will be added following completion of the programme. - The on-site model has reduced travel barriers and increased access to swimming opportunities. - Staff have been able to engage more closely with swimming lessons and water safety education.	Top-Up Swimming Provision – £7,000 Total Investment: £7,000

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