

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

Commissioned by



Department
for Education

Created by



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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 2025/2026
- 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 (2025/2026)



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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	100% of non disadvantaged, disadvantaged and SEND children met the expected standard	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% of non disadvantaged, disadvantaged and SEND children met the expected standard	
3. Perform safe self-rescue in different water-based situations	100% of non disadvantaged, disadvantaged and SEND children met the expected standard	

Review of the last academic year (2025/2026)



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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	The PE curriculum was reviewed at the end of the 2024/2025 academic year and a new scheme was chosen – PE Passport, which included assessment opportunities and additional CPD resources for staff to use.	Review the scheme again due to a lack of practical ideas for some esports which are more obscure (Flag football, Danish longball etc.) Staff felt that it didn't deliver as well as they had expected it to.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A large variety of sports was offered to all pupils over the academic year. The sports council chose the sporting activities on offer.	Clubs in 2025 – 2026 had a minimum uptake. Throughout the year 20% of children took part in after school sporting opportunities. Fewer attendees at each session presented with challenges – difficult to play full games with few children. Only 10% of SEND children regularly took part. This is fewer than in previous years – change the after-school sporting offer to be run by school staff rather than Your Trust.

Review of the last academic year (2025/2026)



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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	The curriculum review and subsequent CPD that was delivered to staff had a positive impact on the quality of teaching and learning delivered by the school. However, this didn't go far enough. The school's sports council met frequently to decide the direction of the school for sports, gathering pupil voice.	The next stage will be to further develop pupil leadership within PE and sport, increasing the number and range of lunchtime activities led by pupils.
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	The new PE scheme coverage of the National Curriculum but also introduced new sports to the programme. We have broadened the range of sports and physical activities available to pupils, with a particular focus on ensuring equal access and participation for both boys and girls. By introducing less familiar sports across the school, we have created a more level playing field. Girls only football at lunchtimes increased the number of girls playing football.	Despite introducing new sports to the children through PE Passport, pupil voice indicated that the children preferred the sports that we played before including Dodgeball and Tennis. What we next: The review of the PE scheme indicated that that it did not deliver on expectation. A new scheme was introduced for 2026 -2027
5. Increasing participation in competitive sport	A particular focus has been placed on ensuring that competitive opportunities are inclusive and accessible to as many pupils as possible. Cross country team represented Rochdale at the Greater Manchester Games Due to our small numbers in cohorts, year 3 and year 4 children were invited to compete in upper key stage 2 events. This gave the children the experience of competing. 75% of our year 6 cohort had the opportunity to compete in competitive sport.	The boys did not perform as well as the girls in competitive sports. The next priority is to purchase a competitive sports kit for our children to wear at sporting competitions to give them a sense of belonging and pride. Match after school club opportunities to the competition calendar to encourage more children to take part competitively.

Aims for the next academic year (2026/2027)



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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 –	100% of non disadvantaged, disadvantaged and SEND children met the expected standard	Only 70% of the year 5 cohort can swim a distance of at least 25 metres
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% of non disadvantaged, disadvantaged and SEND children met the expected standard	Only 70% of the year 5 cohort can swim a distance of at least 25 metres
3. Perform safe self-rescue in different water-based situations	100% of non disadvantaged, disadvantaged and SEND children met the expected standard	Only 70% of the year 5 cohort can swim a distance of at least 25 metres

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:



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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 engagement and participation in lunchtime and after-school sports clubs , with a particular focus on ensuring that disadvantaged pupils and pupils with SEND have equitable access to high-quality physical activity opportunities. The aim is to reduce barriers to participation and ensure that all children can benefit from sport, physical activity, teamwork and social interaction.	- Gather pupil voice to ascertain what clubs are wanted - Clubs to be delivered by teaching staff - CPD for lunchtime staff on how to lead sporting activities - Establish pupil leadership roles so that they understand how to organise games - Provide high-quality resources to use at lunchtime and playtimes	Increased participation rates of children attending after school sporting clubs. Activities been led by pupil leaders Increased confidence in pupils and staff leading sporting activities	Registers, pupil voice gathered through half termly surveys. Feedback form pupil leaders
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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 (Complete now and monitor)	To increase participation of boys in inter school competitions	Sports lead to work with sports council to Link after school sporting opportunities to the competition calendar. Increase inter house competitions in school to develop confidence in competing, particularly amongst the boys Purchase a school sports kit to use at competitions to increase pride and sense of belonging. Celebrate sporting achievements through celebration assemblies and the school newsletter	Increased participation from boys in competitions Greater success at competitions Increased participation of SEND children in sporting competitions.	• Feedback from SEND pupils regarding confidence, belonging and participation. • Photographs, certificates and records of pupils representing or supporting the school at sporting events
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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 (Complete now and monitor)	Improve staff confidence in delivering high-quality PE lessons which are age appropriate as staff have moved year groups and we have opened a nursery for three-year-olds.	Purchase improved PE scheme (Get set PE) to support staff in delivering age-appropriate high-quality PE lessons Sport Lead to offer support to staff CPD opportunities for EYFS and appropriate adoptions for SEND children	Staff have increasing confidence in delivering a programme of high-quality PE lessons which are inclusive, age appropriate and progressive.	Lessons observations, planning, surveys, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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