





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

- 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)

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	A CPD timetable was created at the beginning of the year and this highlighted where CPD requirements were. Most staff highlighted lack of confidence in teaching gymnastics and dance due to the skills involved in the teaching of these units. We targeted these two specific areas and were able to deliver CPD for 6 member of staff for dance and 6 members of staff for gymnastics.	Only half of our staff were able to access CPD for dance and gymnastics and so funding for CPD has been dedicated to delivering CPD to these specific staff members in these areas over this academic year (2025/2026)
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We have made good improvements in increasing the number of children engaging in regular physical activity and sporting activities. We have a year round football club for both year 5/6 and year 3/4. We have also offered cricket clubs to KS1 and KS2 children in the summer term. Our lunchtimes have become more active and children have more opportunities to be active during the school day.	Sports ambassadors require more training to effectively run activities at lunchtime. Although most children are active at lunchtime, this could be better targeted and more focus is needed on improving the equipment accessible at lunchtimes. Although more lessons are being planned with physical activity in mind, more CPD would be beneficial to support and increase staff confidence in this area.

Review of the last academic year (2024/2025)

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	PE and physical activity are a main focus of our school. Children are encouraged to engage with sports inside and outside of school. Many of our children are able to represent our school in sports events organised by BFCitC and RSSP.	Plans are outdated and need changing. We have begun to look at a new PE scheme to try and make the delivery of PE more engaging for staff and children.
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	We developed lunchtimes and playtimes to ensure every child has the opportunity to be physically active for 60 minutes per day, supporting their physical, mental and emotional wellbeing.	Equipment sheds will need updating to ensure that this can continue next year. A timetable of activities will need to be developed next year to support the delivery of active lunchtimes appropriate for the cohorts on each yard.
5. Increasing participation in competitive sport	We continued to offer children a wide range of sporting opportunities. We allowed more children to experience competitive sports and also engage in non-competitive events too, enabling more children to attend competitions/festivals/transition events.	More transition events could have been attended and a better timetable for organising staff attending competitions would ensure that some competitions were not missed out.

Aims for the next academic year (2025/2026)

- 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

Swimming and Water Safety	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	71% of children can swim 25 metres. Information provided by RLT and discussions poolside with swimming teacher.	We want this data to be 100% Information provided by RLT and discussions poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	67% of children can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Information provided by RLT and discussions poolside with swimming teacher.	We want this data to be 100% Information provided by RLT and discussions poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	62% of children can perform safe self-rescue in different water-based situations. Information provided by RLT and discussions poolside with swimming teacher.	We want this data to be 100% Information provided by RLT and discussions poolside with swimming teacher.

Plan, monitor and evaluate (2025/2026)

- 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

Plan, monitor and evaluate (2025/2026)

Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	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 such as OPAL	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 and joining in with movement daily to role model. 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	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your objective: For the confidence in delivering PE and Physical activity of all staff to be increased.

	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)	For all staff in school to be confident in delivering PE and incorporating physical activity into their teaching.	A staff confidence audit will be completed to see where CPD could support staff with increasing their confidence in delivering their PE sessions and incorporating physical activity into their daily teaching.	Staff confidence in delivering technical units of PE (gymnastics, dance etc.) will increase and PE sessions will be quality. Staff will feel more confident in ensuring their lessons are as active as possible and children will be more engaged during these lessons. Children will be active during typically inactive lessons and they will have the opportunity to be physically for 60 minutes per day within school.	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 PE lessons – particularly those where CPD has been delivered. Staff voice and feedback.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	More lessons are incorporating physical activity into them. Pupils have engaged in forest school lessons to have lessons such as history and geography, meaning they are active during typically less active lessons. Quality dance and gymnastics lessons have bene delivered and teachers have been supported by qualified coaches to deliver these sessions. Staff feel more confident in their own ability to deliver these sessions.	Staff now have the understanding and confidence to deliver sessions (gymnastics and dance) which they previously would have not. They are able to use the plans but also the coaching they have received to ensure they deliver quality dance and gymnastics sessions in future lessons. Staff has also be coached on how they can use the outdoor areas to adapt their lessons to be suited for outside learning and be more physically active in their lessons.	Discussions with staff after receiving the coaching through RLT have highlighted increased confidence and better understanding in how to deliver dance units to pupils. 6 out of 6 staff who received dance coaching have said that they feel more confident in delivering the sessions in the next academic year. 6 out of 6 staff who received the gymnastics coaching have stated that they feel better prepared to teach gymnastics and that they understand the sequence of learning better after receiving CPD. Staff intend for more plans to incorporate outdoor learning after CPD was delivered on this.	External coaches supporting confidence and competence: £4890 GetSet4PE: £595

Your objective: Every child in the juniors to represent the school in a sporting event (competition, festival, transition event).

	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)	Every child in the juniors should have the opportunity to represent our school in an sporting event. Representing the school for most children in a big success and something that the majority of our children are keen to do.	Through our engagement with the Rossendale Sports Partnership and Burnley FC in the Community, we will have the opportunity to engage with a variety of different sporting events. We will keep records of children who have attended events and ensure we aim to include every child, targeting specific children for specific events. We will aim to get all our year 6 children to represent our school in a sporting event by the time they leave our school in July.	We hope to see high numbers of children attending events. We hope to see a variety of children attending events which are suitable to them. We will also hope to run intra-school events in the event that an inter-school event is cancelled or that we are unable to attend.	Youth voice – discussion with children on the events that they wish to enter. School registers to track specific children for specific events. GetSet4PE competition tracker – to track data on children attending competitions.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	75% of our junior children were able to represent our school in a competition or festival over the past academic year. 88% of our year 6 children were able to represent our school in a competition or event. Children are keen to represent the school and now we would like to increase that number while also increasing the number of events we attend for KS1 children.	Continued subscription to RSSP and Burnley FC in the community ensures that our pupils have the opportunity to attend a wide variety of events throughout the year. These events have encouraged children to pick up sports that they may not previously have engaged with (tennis, NFL, table tennis etc.) and have made lifestyle changes for some of our pupils. The transition events and SEND events run by RSSP have aided our pupils to engage in sports which they would not have had the opportunity to do outside of school.	Pupil voice – pupils who have been to competitions have said how much they enjoyed representing the school and how they would like to try out for the teams in the next academic year. Teacher voice – teachers have reported back that SEND events have encouraged our SEND pupils and motivated them to continue to be physically active. Promotion in assembly – weekly shout outs in assembly for those pupils who have represented the school have highlighted the number of pupils attending events and motivated other pupils to get involved in events.	RSSP: £2500 Burnley FC in Community: £1400 Kit for external event: £248

Your objective: Every child to have the opportunity to be physically active for at least 30 minutes per day.

	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)	Every child in school will have the opportunity to be physically active for at least 60 minutes per day.	This will be achieved through CPD delivered to staff on keeping children physically active in less active lessons, training specific children on being leaders for physical activity and through active lunchtimes. We will purchase equipment to ensure our outdoor containers are complete with equipment that our leaders will need to run activities. We will train lunchtime staff on delivering activities to engage children and ensure that they are physically active during lunchtimes and playtimes.	Children will be physically active for the majority of their lunchtimes. They will have activities to engage with and will be able to explain to staff what they want to play with to keep them active. Our sports ambassadors will be leaders at lunchtime, running activities for the younger children to engage with and being sports ambassadors for our school. Our equipment sheds will have the necessary equipment for our playgrounds to have many activities for the children to engage with throughout the year.	Youth voice – discussions with pupils to discuss lunchtimes and what they would like to engage with. Sports ambassador meetings – to discuss their opinions on active lunchtimes and what improvements need to be made. Observations – observing active lunchtimes to ensure that children are being given the opportunity to engage with a variety of sports and activities to keep them active.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The equipment bought for the playground sports sheds have been well received and equipment in taken out for every lunchtime. There are specific activities run on different days and staff are engaging with the children to encourage them to be active. Sports leaders have stuck to a timetable to run activities on different playgrounds, which has run well over the year.	The sports equipment may need replacing over the year, however the staff are now confident in encouraging children to engage with activities on the playground and the majority of children are active for 15 minutes at playtime and then at least 45 minutes at lunchtime. More lessons are being planned with physical activity in mind and staff are more confident in encouraging children to be physically active.	Discussions with lunchtime staff have highlighted that the children are engaged with physical activity at most time when on the playgrounds. They report that the organized games encourage more children to be active. Observations of sports ambassadors have highlighted that they are good at organizing activities for the children and have become more confident over the year in doing so.	CPD: £3653.55 Equipment: £1399.89 Lunchtime or afterschool clubs: £3653.56