



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



Commissioned 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 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	The number of children who could swim 25 metres increased from 2 to 10. Swimming instructors and year 5 teachers provided key data.	Majority of children are still unable to swim 25 metres. This is due to lack of access to swimming pool, cost of session and transport. Parental engagement in getting children swimming has dropped due to costing and access.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	7 children could use a range of strokes effectively. SEND, PP and FSM children were targeted for catch up sessions. Swimming instructors and year 5 teachers provided key data.	Majority of children are still unable to use a range of strokes effectively. This is due to lack of access to swimming pool, cost of session and transport. Parental engagement in getting children swimming has dropped due to costing and access. Children have become disengaged from swimming as it has not been promoted as well as it has in previous years.
3. Perform safe self-rescue in different water-based situations	Majority of children can safely self-rescue in a pool of 0.9m by the end of their swimming sessions. Swimming instructors and year 5 teachers provided key data.	Children didn't have access to a deeper pool to experience self-rescue in alternative environments. This was due to cost of transport and access to different pool environments.

# 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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	<p>Football and Fitness were used to support staff CPD. Staff surveys were used to identify areas of weakness and these were address through high quality CPD.</p> <p>CPD like gymnastics, handball, dance, golf and attack and defending opportunities were utilised by staff to enhance knowledge of difference sports.</p> <p>PE Lead staff meetings attended to ensure high quality lessons were in place. Where gaps in knowledge were identified, these were addressed in a relevant manor.</p> <p>PE Hub was subscribed to, to ensure that high quality planning was available for all staff. Staff were also given CPD to help adapt and tailor lessons for all children including PP and SEND.</p>	<p>Some staff members moved on, leading to new staff needing CPD to ensure high quality lessons are maintained.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<p>2 hours of PE across the school was maintained.</p> <p>Paying into the School sports membership allowed the school to compete in a variety of different sports and competitions. There was an increase in the number of people competing in sports and joining teams.</p> <p>Surveys were carried out to identify the least active cohort and what they enjoyed, to engage them.</p> <p>Equipment was bought to engage children at break and lunchtimes to increase children's engagement in physical activity.</p> <p>PE champions were given training to run activates at lunchtimes.</p> <p>Sporting activities, like winter Olympics and active advent calendar, were introduced to ensure that children were active during periods of limited daylight.</p> <p>Active travel was promoted twice in the year.</p>	<p>Active travel could have been promoted better to parents.</p> <p>Swimming engagement was low due to access to pools. This was due to cost and time in the curriculum.</p>

## 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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>PE Champions were selected to help promote sport and PE. Multiple assemblies were done across the year to promote PE.</p> <p>Sports Awards were held for the first time at the Cedars, increasing the profile of PE amongst students and parents. We increased number of events for students to participate in. We put the PE board in a prominent position to allow children to see what was happening in the school.</p> <p>The school maintained the Platinum award for School Games Mark.</p>	<p>Communication to parents could have been clearer in what has been happening at school.</p>
<p>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</p>	<p>Equal access survey was completed for football. We continued to deliver equal access for boy, girls and all year groups.</p> <p>Surveys were done at the start to identify our low active students and disengaged students. These children were targeted when activities and competitions came up. All classes maintained 2 hours of PE.</p> <p>Foundation Stage children were targeted for development of fundamental skills. CPD was provided for staff and interventions for children were provided.</p>	<p>Next year, children need to have more of a say into the curriculum to ensure that the sports and activities meet the need of the children at Riverside.</p>
<p>5. Increasing participation in competitive sport</p>	<p>Buying into the School sports membership allowed us to compete in more competitive competitions.</p> <p>The number of children competing in these competitions increased.</p> <p>The number of girls participating in competitive competition increased.</p>	<p>Ways to include KS1 and FS in a range of sports outside PE lessons needs to be looked at for next year.</p>

## 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*

<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	Year 5 continued to attend swimming lesson.  Children learnt to self rescue in a pool that they could stand up in.	Due to lack of access and cost, most of the cohort still can't swim and more funding would be needed to get children to be able to self rescue and use a range of strokes.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Children from year 6 who were PP, SEND and LAC were given the opportunity to attend catch up sessions with swimming.	
3. Perform safe self-rescue in different water-based situations		

## Review of the last academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
<p>To continue to use the Sports Membership to engage children in different activities, to participate in PE leads meetings, to develop CPD for the PE lead, to provide CPD for staff and to be part of a wider network to share best practices.</p>	<p>To access the best CPD for staff to ensure that high quality PE lessons are maintained at Riverside.</p>	<p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed.</p>	<p>Staff reported a higher knowledge and confidence at the end of the year than they did at the start of the year. This can be found in staff questionnaires.</p>
<p>To use young leader training to enhance the skill of the PE Champions.</p>	<p>To support children across the school in accessing physical activities during lunch and break times, there was a need to broaden the range of games and activities available. The aim was to help children develop and lead their own games, moving beyond simply playing football and providing them with a wider range of ideas and opportunities for active play during free time.</p>	<p>Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<p>Children could visibly be seen engaging with different games and using equipment to develop their own games and engage in physical activities.</p>
<p>To engage with Active travel to promote healthy living.</p>	<p>Our inactive cohort had maintained steady since Covid. We needed to get more children active and to focus on supporting parents in getting children active.</p>	<p>Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<p>Each class filled in the trackers. We engaged with the SSPAN. We won a prize from participating.</p>
<p>To engage with 'Let girls play' week.</p>	<p>To help increase the access to football for girls and other students.</p>	<p>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.</p>	<p>The PE champions ran games and events during the week. We ran a design a football kit competition. We won a prize from the SSPAN for accessing the event. We also increased the number of girls participating in the school football team.</p>
<p>To raise the profile of sport and PE by putting on a sports award.</p>	<p>To get more children active and engaged in PE and physical activity. This was again due to our inactive cohort maintaining steady levels since Covid.</p>	<p>Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<p>We increased the number of students attending and gave a prize for each year group.</p>

## 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:** *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed*



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	<b>Intent - what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
<b>Plan and monitor</b> (Complete now and monitor)	To continue to use the Sports Membership to engage children in different activities, to participate in PE leads meetings, to develop CPD for the PE lead, to provide CPD for staff and to be part of a wider network to share best practices.	Membership to the SSPN To offer a survey to all staff to identify areas of need. Monitor lessons throughout the year. Pay into the PE hub to ensure high quality lessons. Provide CPD through staff meetings. Provide timely and actionable feedback for staff. Pay into Football and Fitness to provide CPD lessons for staff.	We hope to see high quality PE lesson being taught across the school. Within those lesson, activities should be adapted for the needs of all children. We should also make adaptations from the PE Hub planning to ensure our children develop the physical skills and the understanding of sport.	Evidence can be found through staff surveys, lesson observations, staff feedback and staff meeting slides.
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	Lessons monitored showed good understanding from staff of the need for adaption. Children across the school have been given quality lessons and clear progression can be seen across the year groups.	Staff have been upskilled and with continued support and continued professional development will be able to maintain high standards.	Lesson observations and staff feedback.	Membership to SSPAN - £1485 Football and Fitness - £13,167 PE hub - £500 Drumba - £500

**Your objective:** 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



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Ensure that adaptation is used within lessons.	Focus on FS children and their fundamental skills. Upskill staff with CPD opportunities. Use Football and Fitness to provide high quality CPD.	We want all the children at Riverside to be engaged with sport and PE. We want all children, no matter their background or barriers, to be engaged with PE lessons.	Lessons observations, Staff feedback. CPD lists. Staff meeting notes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Across the school, all children have been engaged in sport. Children have been given opportunities. SEND children have been given opportunities to engage in competitive sport. The high needs children have had their own sports days and engaged in physical activities through a range of adapted sports. Foundation stage children have been given interventions for core skills and fundamental movement skills.	Staff have been trained and have seen how quality lessons can be adapted.  Staff can repeat these year after year to ensure all children remain engaged in sport.	Staff meetings. Photos. Videos.	Football and Fitness - £13,167 Staff meeting - £0

**Your objective:** *Raising the profile of PE and sport across the school, to support whole school improvement*



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	<b>Intent - what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
<b>Plan and monitor</b> (Complete now and monitor)	To use a range of tools to raise the profile of PE and sport across the school.	Sports Leader (PE champions) Notice board Sports Awards Assemblies	We hope to see more children engage with competitive sport. We want to see more children engaged with having an impact and effecting change in their own school.	Photos Videos Attendance lists Assembly slide
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	<p>Out of 230 children eligible to be a sports leader, 110 children put their names forwards to be a PE champion. An increase from last year. Children across the school are engaged with PE and sport and think highly of it. Most children report back that they have had a positive experience with PE and sport across the school.</p> <p>More children attended the sports awards than last year. Two additional awards were presented.</p> <p>Children used the noticed boards to know when the next events were taking place.</p>	Systems and routines are in place. Children know what to expect and how events are run. Children know how to affect change through PE Champions.	PE champion applications Student feedback	£400 – awards and medals

**Your objective:** *Increasing engagement of all pupils in regular physical activity and sporting activities*



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	<b>Intent - what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
<b>Plan and monitor</b> (Complete now and monitor)	To run intervention sessions for GD children and sessions for those still in need of mastering their fundamental skills.	Football and Fitness will be used to run interventions for GD children and FS children. This will be used to support those who have been identified as GD and can be supported to maintain that level. We will also support our youngest children to ensure that they are mastering the basic fundamental movement skills.	We hope to see that GD children maintain that level and support other children disseminating their knowledge and understanding of skills of different sports.  We hope to ensure that all children leaving Foundation Stage leave having mastered the basic fundamental movement skills.	Sonar Data Teacher reports
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	90% of children left with basic fundamental movement skills from foundation stage.  All GD children maintained their GD level going into the next year.	Skills in supporting children have been shown to staff so this can be replicated by school staff.	Sonar Data Teacher reports	Football and Fitness - £13,167

**Your objective:** *Increasing 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
<p><b>Plan and monitor</b> (Complete now and monitor)</p>	<p>To increase participation of the least active children and girls in competitive sport.</p>	<p>Offer more competitive events for girls. To ensure that at least 1/3 of all teams are made up of girls.</p> <p>To target our least active cohort with Generation Charnwood.</p>	<p>We hope to see more girls participating in competitive sport and representing the school.</p> <p>We hope to see our least active cohort drop in the next academic year.</p>	<p>Pupil survey. Sporting lists.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<p><b>Evaluate</b> (Complete in July)</p>	<p>All events, apart from one, had at least 1/3 of the participant as girls. We put forward a girls' cricket team and 2 girls' football teams.</p> <p>We used the pupil survey to engage 20 children in Generation Charnwood and 10 others in competitions across the year.</p>	<p>Systems and routines are in place for it to be repeated in future years.</p>	<p>Pupil survey. Sporting lists. Sporting Awards Feedback from SSPAN manger School Game Mark evaluation</p>	<p>Membership to SSPAN - £1485</p>