



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



Commissioned by



Department
for Education

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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	74% of children able to swim competently, confidently and proficiently over a distance of at least 25 metres. (14 out of 19 children) Year 6 cohort swam for 10 weeks during the Summer term (30 minute sessions)	26% unable to swim competently, confidently and proficiently over a distance of at least 25 metres. (5 out of 19 children)
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	74% able to use a range of strokes effectively (14 out of 19 children) Year 6 cohort swam for 10 weeks during the Summer term (30 minute sessions)	26% not able to use a range of strokes effectively (5 out of 19 children)
3. Perform safe self-rescue in different water-based situations	100% of children able to perform safe, self rescue Year 6 completed 2 weeks of water safety sessions learning how to stay safe in and around water.	

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	All staff received 1 term (over two separate half-terms) CPD support from Super Stars sport. Support was focused on areas that teachers identified as being weaker/they were less confident teaching. AC attended HWSSP Subject Leadership days (23.9.24 and 21.1.25) and Hertfordshire P.E Conference (10.1.25)	Although staff received CPD support, more opportunities to team-teach/shadow teach would have been beneficial.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	96% of Key Stage 2 children took part in a festival, development day or competition. (93 out of 97 children). As a school we took part in 18 festivals, development days and competitions. (2 new events in Lawn Bowls and Ultimate Frisbee) School scored 4 and a half out of 5 star physical activity and wellbeing award through Koboca. 100% of Year 6 children reported that they were active (40% very active or active) 68% reported that they represented school teams. 98% reported that they knew what a balanced diet was.	

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	Sports reports regularly featured in school newsletters and Celebration assemblies. Local links shared after workshop days	P.E and Sport noticeboard to be revamped in hall to celebrate what is happening at St Andrew's.
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	<u>Workshops –</u> Balancability – Reception Chance to Shine Cricket – Years 2 to 6 Lawn Bowls – Reception to 6 Ultimate Frisbee – Reception to 6 Drumba – Year 1 to 6 BMX – Year 6	
5. Increasing participation in competitive sport	56% of children in Key Stage 2 took part in a sporting competition against other school.	Smaller numbers in lower Key Stage 2 compared to Upper Key Stage 2 Year 3 – 9 out of 27 Year 4 – 15 out of 28 Year 5 – 16 out of 19 Year 6 – 14 out of 23

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	Year 6 completed 10 weeks worth of swimming sessions. 80% of children achieved KS 2 targets (16 out of 20)	4 out of 20 children did not achieve KS2 targets.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	80% of children achieved KS 2 targets (16 out of 20)	4 out of 20 children did not achieve KS2 targets.
3. Perform safe self-rescue in different water-based situations	Year 6 completed four weeks of water safety sessions focusing on safe self-rescue 100%	

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*

Plan, monitor and evaluate (2025/2026)



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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. <i>(2. Increasing engagement of all pupils in regular physical activity and sporting activities)</i>	Use of Super Star Sports coaches to deliver sports sessions for targeted groups. Continue to develop OPAL provision and resources available for all children. Year 5 play leaders to help organize activities and assist on the playground for younger children.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. A happier, more active playground that meets the needs of all pupils especially SEND and girls. Less behavior and first aid incidents.	Regular playground observations Sign-in sheets for Super Star Sport sessions in order to track and monitor children attending. Analysis of first aid records and behavior systems
	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. Lunch times continue to be active through OPAL provision. Super Star Sports have provided children with opportunities to practice for competitions that have been coming up.	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.	21 children in Year 4 and 5 were part of the play leaders group throughout the year. These children have expressed an interest to carry on this role next year as well as a number of new children who want to assist.	Super Star Sports support - £5320 Lunchtime staff sport leader - £3700 Equipment - £300

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	Ensure children obtain Active 60 minutes Engage those identified as being less active <i>(2. Increasing engagement of all pupils in regular physical activity and sporting activities)</i>	Introduce children to new opportunities to take part in physical activity both inside and outside of school. Use of lunchtime staff to actively engage pupils Use of HWSSP to deliver activities (Balanceability, Less active workshop)	Children are more physically active both in school and outside of school. Children are introduced to new activities and local clubs.	Participation data Lunchtime club registers Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have been introduced to new activities and events. Pupil voice from children indicates they enjoyed the tester days held in school.	Children and families are aware of opportunities available to them that they can continue to access. Links to local clubs and events established. Regular participation in physical activity can be habit forming	Junior parkrun assembly on 14.10.26 to launch initiative. St Andrew's does Parkrun events held on 19.10.25 and 14.6.26 17 children attended event 1 14 children attended event 2 17 of these children attended Junior Parkrun for the first time. 10 of these children went on to attend at least one more event. <u>Workshop and taster days</u> Skip to be fit workshop (7.11.25) Rugby taster session (29.1.26) Chance to Shine cricket (1.5.26) Kin Ball (15.5.26) HWSSP girls and less active sessions (18.5.26) Balanceability (Summer term)	As above for lunchtime support Skip2Be fit - £210 Balanceability - £240

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)	Ensure every child has opportunities to take part in sporting activities <i>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</i> <i>5. Increasing participation in competitive sport</i>	Subject lead and class teachers to monitor and track those children who are taking part in sporting opportunities Target children who may not previously represented the school to have the opportunity to do so	Children to experience new sports Match/increase participation levels from previous year	2025 figures: 96% of KS2 children took part in a sporting activity We took part in 18 festivals, developments day and competitions.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have had the opportunity to take part in a wide range of events and activities. Girls have been given equal opportunities as boys to take part in competitive sports and other physical activity.	Pupils have been introduced to new events and future opportunities signposted Pupils have actively engaged in Active 60 minutes and helped gain an understanding of the importance of a healthy lifestyle.	Participation Data 2026: Year 3 – 23 out of 24 pupils Year 4 – 27 out of 28 pupils Year 5 – 28 out of 29 pupils Year 6 – 19 out of 20 pupils Overall Key Stage 2 = 96% As a school we took part in 20 different festival, development days and competitions	Coaches to travel to events - £1217.50

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)	<i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Subject lead to attend HWSSP meetings and P.E conference and feedback to staff during CPD meetings Staff to shadow Super Star Sports coaches to develop their own understanding of teaching P.E	All staff have a greater understanding around the latest updates with regards to school sports. Staff to have a greater confidence when teaching P.E.	Staff questionnaire identified dance and gymnastics as area for development.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff have a greater understanding around teaching P.E Staff more confident when teaching P.E and therefore providing better quality lesson to pupils.	Staff to continue to use techniques learnt and developed in teaching next year.	Lesson observations Pupil and staff questionnaires around quality and enjoyment of P.E lessons.	HWSSP membership - £2090 Super Star Sports CPD – £2508 Get Set 4 PE - £412.56 Herts P.E Conference - £220 AfP Membership - £40

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