

# 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       | The vast majority of children met the requirement to proficiently swim over a distance of 25m. As children swim from EYFS up, most children are competent swimmers by the time they reach year 6. | It is harder to catch children up who join classes late and do not benefit from doing swimming throughout their time at Meldreth like other children here. |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | These strokes are focused upon every year from EYFS all the way up to Year 6 each summer and most children were competent in these from the Year 6 cohort.                                        |                                                                                                                                                            |
| 3. Perform safe self-rescue in different water-based situations                               | All children could perform these skills successfully.                                                                                                                                             |                                                                                                                                                            |

## 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 | This year, all additional teaching support in PE was delivered by the PE lead who previously worked as a Primary PE specialist for the local SSP as well as worked in the secondary sector as a PE teacher. By doing this, we had a much more bespoke focus for each member of teaching staff, combining a focus on developing assessment as well as delivery, skills and knowledge in key areas such as games, swimming, gym and dance.                                                                                                                                                                                                                                                               | Staff receiving support were positive in their responses regarding their support. Sometimes staff absence hindered progress in some year groups.                                                                                                                                                                                                                                                                                                                                                                               |
| 2. Increasing engagement of all pupils in regular physical activity and sporting activities                                                   | This year we received a platinum award for the School Games mark which celebrated the success of our lunchtime activity programme. We have an increasing number of staff contributing and supporting with delivering this programme, along with our Year 5 and 6 playleaders. We have used funding for training as well as improving our range and variety of equipment. There are a significant number of children now accessing and regularly being active at lunchtimes as a consequence of this great initiative led by our 2 Head Lunchtime supervisors and the team working alongside them. We have continued to expand our extra-curricular programme including morning and after school clubs. | <p>Sometimes equipment we have bought perishes in the winter or gets broken and regularly needs replacing. We still have a small core of children we are unable to engage in physical activity who will be our target for next year.</p> <p>We had to terminate our contract with the coaching company we were using so our summer programme was a lot lighter than usual. There is still more provision for KS2 than KS1 because of preparation of competition and limited contributions made by staff in this key stage.</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?                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Raising the profile of PE and sport across the school, to support whole school improvement                                                               | <p>We made a big push on developing activities children could use throughout the day for brainbreaks. The school have continued to persevere with the Daily Mile despite the deteriorating interest from children. We will look to develop this area next academic year.</p> <p>Children continue to access playleader training, balance bike training and scooterability using instructors from the local SSP.</p>                                                  | <p>Interest and enthusiasm of children and staff in daily mile is declining and this needs reviewing for next year.</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>We continues to bridge gaps in what we are offering to ensure than girls and boys are fairly represented. Our girls only football club which ran throughout the year gave girls the opportunity to access football exclusively and has been incredibly popular with girls from Year 2 up to Year 6.</p>                                                                                                                                                           | <p>We need to continue to focus on developing and creating opportunities for children in EYFS and KS1 to access extra-curricular physical activity.</p>                                  |
| 5. Increasing participation in competitive sport                                                                                                            | <p>We continue to enter in to many of the school sports partnership competitions including netball, hockey, OAA, cross country, athletics, tag rugby and cricket as well as a local football league and friendly matches when staff have time to organize these.</p> <p>Children also get to participate in intra-school competition in extra-curricular clubs each term which is helping to increase the number of children accessing competitive opportunities</p> | <p>Some competitions were cancelled due to weather conditions and were not rearranged so children missed out on competing in these activities. These were things beyond our control.</p> |

# 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:
  - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
  - Increasing engagement of all pupils in regular physical activity and sporting activities*
  - Raising the profile of PE and sport across the school, to support whole school improvement*
  - 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*
  - 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       | The vast majority of children in Year 6 were able to swim competently and confidently over 25m by the time they finished their swimming block. 83% of children met this standard. | We have a combination of children who joined the school late and did not benefit from our whole school approach to swimming and some who have physical barriers making it challenging for them to meet the given standards.            |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | 58% of children could use a range of strokes effectively and these were consolidated during their swimming block at MVC.                                                          | The swimming teachers providing the instruction this year focused on developing unnecessary elements of strokes and moved children on to quickly, preventing them from becoming competent in front crawl, backstroke and breaststroke. |
| 3. Perform safe self-rescue in different water-based situations                               | All children successfully performed the necessary skills to fulfil this aspect of their training. 100%.                                                                           |                                                                                                                                                                                                                                        |

# Review of the last academic year (2024/2025)



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| Aim                                                                                           | Why?                                                                                                                                                                                                                                | Key Area                                                                                                                                                                                                                                                           | Supporting evidence                                                                                                                       |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Continue to grow opportunities for children to be physically active throughout the school day | <p>To increase the fitness and endurance of children to cope with the school day.</p> <p>To provide children with effective breaks to support them with being more ready to learn.</p>                                              | Continue to develop lunchtime activity programme to ensure that ALL children are accessing more physical activity during this key period in the day. To build and develop a new brainbreak timetable to support children in successfully accessing their learning. | We still have children who are considered hard to reach in terms of engaging them in regularly physical activity.                         |
| To support existing and new staff with developing their knowledge and skills in PE            | New staff have not taught the curriculum before and we need to identify areas in which they need most support and development so that they are confident. Existing staff identified gymnastic as an area that required development. | Developing gymnastics delivery across the school.                                                                                                                                                                                                                  | PE lead identified this as an area of focus from observations that were made as well as staff indicating this as an area for development. |
| To explore using an alternative PE SOW in the new academic year                               | Staff meeting feedback from teachers sharing their concerns about having too much content in our existing SOW, making it hard to follow and navigate.                                                                               | To find a simpler programme which is easier to follow and had CPD within it for support                                                                                                                                                                            | Staff meeting feedback requesting an alternative to make the delivery and planning of PE easier and less labour intensive.                |
|                                                                                               |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                    |                                                                                                                                           |

## 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                                                                                                                                                                                                                                                                                                     |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b> | 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                                                                                                                                                                                                                                                                                                            |
| <b>Evaluate</b>         | 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:<br>- Am I involved with games at lunch time - 89% Yes<br>- Do I enjoy lunch time? 97% Yes<br>- Have I joined in with a game with the activity leaders? 100% Yes | Physical Resources - £1000<br>CPD for staff - £500<br>OPAL - £8000                                                                                                                                                                                                                                                      |

## 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                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | To increase opportunities for children to access physical activity throughout the day to support their readiness to learn                                                                                                                                                                                                                                                                                                    | Create a new timetable of brain break opportunities across the school as well as provide staff with ready to learn resources so that brain breaks can be factored in to their planning throughout the day                                                                                                                                                                                                                        | By engaging regularly in physical activity this will boost children's cognitive readiness, reduce anxiety, and promote positive engagement in learning throughout the day                                                                                                                                                                                                                                                                  | Research on "ready to learn" activities in primary schools highlights that structured, active, and play-based approaches yield the highest engagement and cognitive development. Key findings show that integrating movement (gross motor skills) significantly improves student concentration and independence. |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                   | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                           | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                        | Approx. cost                                                                                                                                                                                                                                                                                                     |
| <b>Evaluate</b><br>(Complete in July)                 | <p>Greater enthusiasm from children wanting to be active due to the variety and appropriateness of activity they now get to take part in. Children are more ready to learn in typical 'lull' periods of the day.</p> <p>Children continue to participate actively in our lunchtime programme which includes play leader led activity as well as our playground disco and varied provision of physical activity everyday.</p> | <p>Yes as long as staff continue to support these two programmes and we have the necessary facilities and resources to deliver it. A new and improved brain break programme needs to be developed in the autumn term to maintain interest and children's engagement.</p> <p>We need to continue investing in interesting and varied equipment to help maintain children's interest in being physically active at lunchtimes.</p> | <p>Children's enthusiasm and engagement in our brain break timetable has been noticeably better. Children are fitter and able to exercise for longer periods. Survey with children responses – Do you like our new time table? 89%</p> <p>There continues to be a reduction in first aid incidents at lunchtime (30% less) as well as an increasing number of children participating in physical activity (15% increase on last year).</p> | <p><b>Equipment and resources</b><br/>£648.57</p> <p><b>Equipment maintenance</b><br/>£1,147.6</p>                                                                                                                                                                                                               |

## 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                                                                                                                                                                                                                                                         |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | To support existing and new staff with developing their knowledge and skills in PE                                                                                                                                                                                                                                       | Primary PE specialist employed to work with new member of staff in the spring term.<br><br>Whole staff gymnastics twilight training delivered by gymnastics specialist focusing on using the Complete PE SOW.                       | Our new staff member will feel more confident delivering specific aspects of the curriculum.<br><br>All staff will get to see examples of good practice in gym and receive support that will enhance their planning and preparation for teaching their gymnastics units for their year groups. | PE lead identified that this is an area of the curriculum that still required development. Staff confidence and knowledge still requires improvement.<br><br>Meeting between PE lead and new staff member identified gymnastics and games planning and delivery as a focus. |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                               | Are the improvements sustainable? How?                                                                                                                                                                                              | Supporting evidence                                                                                                                                                                                                                                                                            | Approx. cost                                                                                                                                                                                                                                                                |
| <b>Evaluate</b><br>(Complete in July)                 | All teaching staff received planning strategies and teaching ideas that they could take away with them to help improve their planning and delivery of gym.<br><br>New staff member completed a questionnaire stating that they now feel more confident in delivering the areas of the curriculum identified for support. | Yes as new staff member will continue to benefit from the experience and support from the PE lead.<br><br>Staff will continue to use resources provided by the gymnastics specialist. We have no new staff joining us in September. | Following gym inset staff responded to these survey questions:<br><br>I now feel more confident with teaching gymnastics to my year group? Yes 100%<br><br>I have the necessary resources to support me in delivering the gym curriculum successfully. Yes 87.5%                               | PE specialist support for the one term £2650<br><br>Gymnastics specialist cost £260                                                                                                                                                                                         |

## 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                                                                                                                                    |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | To purchase a full license for a new PE scheme of work to equip teachers with the knowledge and tools to confidently teach and plan high quality PE lessons.             | Explore scheme of work in the summer term to trial units with members of staff. Staff to feedback about their experience so that an informed decision about which SOW we will implement. | Improved engagement by staff in using the scheme. Better, high quality PE sessions being delivered across the school. Progression and continuity improved through clearer outcomes and CPD/video support provided as part of the package.                                           | Regular support and lesson observations to help implement the use of the SOW. Regular feedback from staff about their experience in using the new SOW. |
|                                                       | What impact have you seen?                                                                                                                                               | Are the improvements sustainable? How?                                                                                                                                                   | Supporting evidence                                                                                                                                                                                                                                                                 | Approx. cost                                                                                                                                           |
| <b>Evaluate</b><br>(Complete in July)                 | Greater confidence in delivery and planning of PE. Staff have reported that resources and videos provided are useful and supportive and that planning has become easier. | Yes as the company we are using continue to update and improve their SOW. They provide regular training and support documents to help teachers to deliver high quality PE lessons.       | 100% staff stated that they were satisfied with the new scheme of work that we have implemented.<br><br>Lessons observed this year showed staff teaching with a new confidence, following the plans accurately and delivering structured lessons that children actively engaged in. | <b>£975 for new online platform and training.</b>                                                                                                      |

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