





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)

- 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.*

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	Swimming lesson block of 14 weeks at East Leake leisure centre. All children confident swimming at least 25 metres. Children with access to 1:7 on average swimming coach to pupil.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All children able to swim effectively using a range of strokes. 5/5 children completing lengths confidently and independently.	
3. Perform safe self-rescue in different water-based situations	Regular practice during 14 week block to perform self-rescue in different scenarios. Children aware of how to do this when recapping in the classroom and also during swimming sessions.	

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	New scheme carefully planned and resources bought to provide need carefully planned implementation of sports during school year. Teachers and coaches using new scheme and targeting specific skills. Being taught to match whole school approach to other curriculum subject areas. Pupils are benefitting from new scheme and implementation. Staff and coaches aware of how to deliver scheme effectively and how to be users of the scheme.	Knowledge organisers need to be displayed within school to ensure consistency with delivery of PE lessons with children and referred to within lessons. Not all vocabulary being recalled by children during reviews of units and pupil voice.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Purchase of new equipment based on scheme of work and need to children to access/use new resources. Greater amount of children engaged at lunchtimes using new equipment. Positive interactions towards new equipment from children. Use of new monkey bar frame popular during lunchtimes and breaktimes.	Equipment needs replacing constantly and initiatives tend to decline after time and need changing/ refreshing regularly through the year to increase impact

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	Celebrated success within weekly assemblies for 'Sports Star awards'. New awards and visuals to display distance covered throughout the year. Positive attitude to running the mile present throughout school. Children aware of celebrated successes during assemblies and bring in awards. Positive attitudes to receiving sports star awards.	Not many pupils in school – easy to choose same child – how can we use this to inspire under performing pupils
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	Children have positive relationships with sports coach. Positive impact on social and emotional behaviour for targeted pupils. Continued use of participation tracker to identify children and participation in after school clubs and outside of school activities. Greater engagement from children in PE sessions.	Not many opportunities for after school clubs. Not any take up when offering after school sports club to children.
5. Increasing participation in competitive sport	Becoming embedded into Equals Trust schools competitions whilst engaging with Rushcliffe sports trust to maintain opportunities to access competitions for targeted children. Taken part in a number of Equals Trust activities throughout the year including SEN children.	Greater opportunities for children to take part in sporting activities within school. Ensuring a clear sports calendar for children to access a wide range of competitions. Unable to provide a wide range of competitions / activities for children outside of school time.

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	N/A – No swimming	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

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

Your objective:

	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)	Curriculum Development 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport. Build staff capacity to deliver engaging and progressive PE lessons	Maintain Get Set 4 PE scheme of learning to assist with delivery of P.E across all year groups and embed within Normanton P.E curriculum. Improve display/ working wall/ include knowledge organisers on display and refer to this in lessons Vocabulary on display and used well in lessons Review lesson plans, conduct staff surveys and observe lessons. Ensure structured timetables and use of resources from Get Set 4 PE used effectively. Work alongside P.E coach to ensure assessment data and plans being followed according to plans. Employ a qualified sports coach to lead weekly CPD sessions for teaching staff Focus on key areas: inclusive games, assessment in PE, differentiation, and progression Provide in-class modelling, team teaching, and feedback cycles Access external CPD as required. CPD	m) Use of educational platforms and resources Improved consistency and quality of PE delivery across year groups. Internal m) Use of educational platforms and resources Improved planning and delivery of PE lessons. f) External coaches supporting confidence and competence m) Use of educational platforms and resources a) External training courses Improved staff confidence and competence	Environment check Pupil voice Lesson visits Review assessment data and planning documents. PE lead time Curriculum Monitoring In delivering high-quality PE lessons Staff surveys, lesson observations, pupil progress in PE assessments
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Staff more active in lessons Staff engage more pupils Staff doing more modelling of WAGOLL	Yes – continue use of scheme Sports coach continue to support in lessons Adaptation of lesson plans and utilizing new sporting unit plans which have been introduced into NOS teaching cycles. Ensure vocabulary is replaced for start of new term and for	Staff on playground taking part in activities and explaining rules of new sports. In class modelling from sports coach present before main lesson chunk.	£9100

Your objective:

	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)	Inclusion and Participation The engagement of all pupils in regular physical activity. Inclusion and Competition 5. Increased participation in competitive sport. Health and Routine	Increase participation of children with SEN in physical activity and children who are seen as 'reluctant' to join in with targeted sessions. Join in EQT sporting opportunities for SEND pupils – Boccia, intra school comps, SEND adaptations in lessons. Specific timetables to support children who do not access P.E regularly. Take part in external competitions across the trust with 'less active' children. Implement a 'Daily active blast' to ensure that children are taking part in daily activity – HIIT style workout for 5 minutes – increase hear rate Joe Wickes PE lead to plan and model tasks in assembly each week Target each class to compete	g) School based extra-curricular opportunities Higher engagement of SEN and reluctant children in physical activities. External o) Other inter-school sports competitions Internal g) School based extra-curricular opportunities Sustained physical activity habits among students.	Data analysis Track attendance and participation in targeted sessions. Increased participation of less active children in competitive sports. Track competition participation and student feedback. PE lead cover and time Monitor participation and conduct fitness tracking. PE lead time and resources as needed
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	More pupils taking part in sports events including sports day Play times – children very active Range of activities	EQT events continue Daily mile needs reinstating in September 2026 at least 2/3 times per week. EQT Intra-House competitions throughout the year.	Pupil engagements tracker Monitoring of playtimes by HT Boccia competition with Equals Trust to promote SEND participation.	£700

Your objective:

	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)	Health and Wellbeing 1. The engagement of all pupils in regular physical activity. Increase fitness levels across children in the school. Celebration and Communication 2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.	Walk to school week Bike rack/ scooter park in school Encourage to park and ride Bike ability Darts experience day Ensuring all parties are aware of the activities that the school is involved in to celebrate involvement and achievement. Celebrate out of school achievements in assembly Participate in team events	j) Active travel Improved overall fitness levels of students. Internal g) School based extra-curricular opportunities Greater community awareness and support for PE activities.	Conduct surveys – who rides to school and compare results over time. Monitor communication channels and feedback from stakeholders.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Fitness levels increasing through use of daily mile within weekly timetable to help children through transitions of lessons. Specific targeted units at the start of the year with P.E coach to raise fitness levels. Equals Trust inter house competitions taking place across year groups.	Yes – timetabled into daily routines (daily mile) Chance for children to explore different sports during break times and lunchtimes. Celebrating team events and individual success in weekly whole school assemblies.	All children taking part in daily mile. Enthusiasm for sporting events from external providers. Children bringing in achievements to weekly whole school assemblies.	£2000 for bike storage

Your objective:

	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)	Leadership and Role Models 2. The profile of PE and sport is raised across the school as a tool for whole-school improvement. Exposure and Experience 4. Broader experience of a range of sports and physical activities offered to all pupils.	Children feel a sense of pride and act as role models for other children to be involved in sports and activities. Sports awards celebrated in assembly Sports ambassadors Sports people coming into school – assemblies Access new sports £500 Children offered the opportunity to tour an international sports venue and receive coaching from a professional coach. Holme Pierpont trip £500	h) Internal sports competitions Increased motivation and participation in sports. Monitor peer influence and participation rates. External p) External coaching staff Broadened horizons and increased interest in sports. Collect student feedback and participation data.	School wide monitoring outside of lessons Pupil voice School council
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Profile of P.E raised through visitors – including Notts County Cricket Club visit, darts enrichment day. Chance to experience new sports and gain an understanding of how to play them such as pickleball club.	Sports ambassadors to help lead new innovative sports clubs and activities. Get Set 4 P.E scheme uploading new unit plans yearly to showcase new trending sports. Maintain relationships with Holme Pierrepont to carry out annual school trips. Continued relationships with sporting clubs to allow enrichment days to continue.	All children aware of who sports ambassadors are and who to ask for sports equipment. Updates being provided from Get Set 4 P.E and new unit plans added. Change to yearly plans based on this. Continued access to yearly events such as Holme Pierrepont watersports trip.	

Your objective:

	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)	Cross-Curricular Learning 4. Broader experience of a range of sports and physical activities offered to all pupils. Community Engagement 2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.	After school pickleball Darts Archery Boccia Inform parents, governors and wider communities of competitions and clubs within school. EQT section on newsletters	p) External coaching staff Enhanced learning through sports integration with academics.) School based extra-curricular opportunities Stronger community ties and increased support for school sports.	Evaluate student engagement and cross-subject performance. Track communication and community involvement.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Greater knowledge from children about new sports and access to them. A greater love for sporting events and discussions around SEND specialist sports such as Boccia.	Maintain understanding of sports within Get Set 4 PE units. Celebrate sporting events which have included new sports to broaden children's experience. Continue with after school clubs to help with promoting new sports.	Discussions through pupil voice. Success at varied events with Equals Trust such as annual Boccia event.	£600

Your objective:

	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 resources are up to date and fit for purpose 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport	Audit resources and organise for replacements as necessary	) Equipment and resource Improved lesson delivery and pupil experience due to quality resources	Resource audit reports, staff feedback, lesson observations
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Increased engagement with specific sports being played at break times and lunchtimes by sports leads. Break time rota being used by teachers to promote specific sports. Ensuring PE cupboard is maintained and an awareness of what equipment needs replenishing over time.	Yearly audit to identify lack of equipment or resources for specific sports. Match equipment to units being covered within the yearly curriculum plan.	Purchase of new equipment working with headteacher. Pupil Voice suggestions for type of equipment required. Analysis of curriculum to match equipment being purchased.	£1820

Supporting Information.

Impact we have seen	Evidence to support
More engagement in after school sports clubs	Registers of attendance
More children riding bikes to school following bikeability and new bike sheds	Bikes being ridden to school and survey
Children able to sustain exercise for longer periods of time with most children engaging in most lessons	Lesson visits and monitoring
SEND pupils accessing learning with peers and included in more events	