

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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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	Orienteering is still a major strength after the training which was received the year previously. Staff are knowledgeable and children enjoy the lessons. Gymnastics CPD for the whole school from Jess in the summer term to provide teachers with CPD for the following year.	Dance – still too many year groups not teaching it for a full half term.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Lunchtime clubs and support from Active Blackpool. Lots of different groups targeted and children enjoyed the sessions. A range of ASC's for children to enjoy. SEND delivery for targeted children. New sports such as golf taster sessions.	Some children are unwilling to attend competitions when they have been selected. Hopefully, a partnership with parents to help support the child can happen.

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	Continuation of Cross-Curricular Learning which lends itself to other subjects.	More equipment needed.
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	Provision from Wyre&Fylde during curriculum time and as ASC offers children an opportunity to try new sports. Girls targeted during lunchtime and ASC's. Helped to provide lifelong experiences by subsidising the cost of trips to Fairhaven Lake and Preston Climbing Wall.	Money wasn't reimbursed for one of the trips so it became a costly outlay.
5. Increasing participation in competitive sport	More SEND tournaments participated in and a Boccia tournament won.	Less competitions attended due to staffing and cover issues.

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	Out of 97 children: 72 passed in all areas ((73.5%) 14 close to passing (14.3%) Y4's continuing to next year (12.2%) Not passed (9.2%)	1. Learners close to passing from this intake would only require a short period of attendance 2. SEN learners (2) = 2% of the total 3. Learners who have not passed as they move into Yr 6 have made significant progress from their starting position of an incredibly nervous disposition 4. 2 Learners moving into Yr 6 have only to complete their 25m testing
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Out of 97 children: 72 passed in all areas ((73.5%) 14 close to passing (14.3%) Y4's continuing to next year (12.2%) Not passed (9.2%)	
3. Perform safe self-rescue in different water-based situations	?	

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: To improve the opportunities for children with SEN



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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)	By July 2026, increase the participation of SEND and Pupil Premium pupils in PE lessons, school sports events and ASC's by at least 20% by adapting activities to meet individual needs, providing targeted encouragement, and support, and monitoring attendance and engagement each half term.	Through lunchtime clubs. Staff CPD so they feel more comfortable adapting during lessons. Extra equipment ordered. Targeted support from Active Blackpool.	Enjoyment for all. The targeted children to increase their confidence and love of PE/exercise.	- Baseline participation data for SEND and Pupil Premium pupils - Half-termly participation tracking showing increased engagement - End-of-year data showing at least a 20% increase - PE lesson registers highlighting SEND and PP participation - After-school club attendance registers (SEND & PP identified)
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	
Evaluate (to April 2026) Final Evaluation to be submitted July 2026	Increased SEND and Pupil Premium participation in PE lessons Higher attendance at sports events and after-school clubs Reduced non-participation or opting out Engagement & Wellbeing Improved confidence in PE More positive attitudes towards physical activity Greater enjoyment and sense of inclusion Physical & Social Development Improved movement skills (where appropriate) Better teamwork and social interaction Increased independence in activities Teaching & Inclusion Activities adapted to meet individual needs SEND and Pupil Premium pupils accessing the full PE curriculum Reduced participation gap compared to peers	Staff have developed the skills and confidence to adapt PE for SEND and Pupil Premium pupils, ensuring inclusive practice is embedded across the school. This has led to increased participation, confidence, attendance at clubs and events, and reduced non-participation. The approaches, resources and strategies developed will continue to benefit future pupils, helping to sustain improved engagement, wellbeing and access to the full PE curriculum.	Children in Y5/6 Boccia team won through to represent Lancashire at the North-West games. SEND provision to adapt the needs of children. 100% of SEN children access PE lessons. No opting-out. 57% of children with SEN attended an ASC. This is the first time tracking this, so we will be able to compare it next year. SEND children have had opportunities specifically for Kurling, Bowling, Santa Dash, Boccia, Drumba and Bollywood Dancing.	Active Blackpool lunchtimes: £2,310 SEN provision- £643.00 Total = 2,953

Your objective: To increase opportunities for all



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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)	By the end of the academic year, increase pupil participation in PE lessons, after-school clubs, and physical activity events so that most children regularly take part in at least one active opportunity each week.	More provision after school from providers. We have taken on an extra day a week from BFCCT.	Children are healthier and are more engaged to learn. The range of opportunities give children chance to try new sport and to engage in exercise.	- PE lesson registers show most pupils participate regularly. - After-school club attendance records show sustained uptake. Participation logs confirm pupils access at least one active opportunity weekly. - Pupil voice shows positive attitudes towards PE and physical activity. End-of-year review confirms increased engagement across the school
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	
Evaluate (to April 2026) Final Evaluation to be submitted July 2026	Participation: By the end of the academic year, at least 50% of pupils will regularly take part in PE lessons, clubs, or physical activity events. Health & fitness: By July, most pupils will be active for 30 minutes or more during PE lessons, supporting improved fitness and stamina. Enjoyment & confidence: By the end of the year, pupil voice surveys will show that the majority of children enjoy PE and feel confident taking part in physical activity. Engagement: By the end of the year, teacher observations will show increased engagement in PE lessons for most pupils.	Inclusive teaching practices, adapted activities and increased staff expertise have become embedded within PE provision. These improvements have increased participation, confidence, engagement and physical activity levels, while creating positive attitudes towards PE. As these approaches are now part of everyday practice, future cohorts will continue to benefit from high-quality, inclusive PE opportunities that promote lifelong participation in physical activity.	53.8% of all children attended a club. This is the first time we have measured this data, so we can measure it next year. All children, are active for over 30 minutes in each PE lesson. No teacher observations.	BFCCT - £4,000 Dance clubs - £330 Golf clubs – parent paid club (no cost to school) Basketball – parent paid clubs (no cost to school) Equipment orders: £250 Total £4,580

Your objective: To upskill staff teaching PE



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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)	By the end of the academic year, provide all relevant staff with at least one CPD opportunity to improve confidence and raise standards in the teaching of PE and physical activity across the school.	Target certain staff members and send them on courses. For me to go on subject leader courses to keep up to date with all the latest information.	Staff confidence in their delivery is strong and children are receiving high quality PE lessons.	•CPD attendance records showing all relevant staff trained/CPD agendas or course certificates (internal or external)/Staff feedback or evaluations showing increased confidence •Lesson observations noting improved PE delivery •End-of-year review confirming impact on PE teaching standards
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (to April 2026) Final Evaluation to be submitted July 2026	Staff confidence: By the end of the academic year, 100% of staff who access CPD will report increased confidence in teaching PE. Quality of teaching: By July, lesson observations will show improved consistency and standards in PE teaching across the school. Pupil outcomes: By the end of the year, improved staff confidence will lead to higher pupil engagement in PE lessons. Sustainability: By the end of the academic year, staff will regularly apply CPD learning to PE lessons, supporting long-term improvement in PE provision.	Investment in staff CPD has built long-term capacity within the school. Increased teacher confidence, improved subject knowledge and consistent teaching approaches have become embedded in everyday practice. As a result, future cohorts will continue to benefit from high-quality PE provision, improved engagement, and positive outcomes without ongoing reliance on external support.	100% of staff who attended courses reported of their upturn in confidence and improved understanding of the curriculum. No time given to conduct lesson observations unfortunately.	CPD - £1,120 Supply costs to cover this - £776 Total – £1,896

Your objective: To provide memorable, high quality learning opportunities



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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)	To enrich children's learning by providing high-quality outdoor education opportunities that create memorable experiences, develop life skills, and support physical, social, and emotional wellbeing beyond the classroom.	Using contacts through Wyre & Fylde. Climbing and Fairhaven Lake trips provided by Outdoor North-West. Quality tennis, cricket, dance, Healthy Heads, tag rugby and yoga lessons through Wyre & Fylde.	Children will hopefully recount positive experiences of climbing and being in water so it isn't as much of a fear as they grow up. Quality coaching may introduce children to a new sport with professional instruction.	- Records of outdoor learning activities (forest school, trips, outdoor PE) - Lesson plans showing regular outdoor learning opportunities - Pupil voice showing enjoyment and memorable experiences - Staff observations noting teamwork, resilience and confidence - End-of-year review showing impact on wellbeing and life skills
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (to April 2026) Final Evaluation to be submitted July 2026	Personal development: By July, pupil voice will show that most children feel more confident, resilient, and willing to try new challenges as a result of outdoor learning. Wellbeing: By the end of the year, staff observations will show improved wellbeing and engagement for pupils during and after outdoor education activities. Memorable experiences: By the end of the academic year, pupils will be able to recall and reflect on key outdoor learning experiences, demonstrating the lasting impact of these opportunities.	TBD – this all funding dependent. We are looking into more cost effective ways to afford this next year.	Y3 children were surveyed after their canoeing. 100% of children felt more confident of taking part in outdoor learning. 92% of Y3 children could recall and reflect on the opportunity. Y5 children were surveyed after their climbing. 83% of children felt more confident taking part in outdoor learning. 100% of Y5 children could recall and reflect on their opportunity.	£10,255 minus parent contribution for climbing and canoeing = Total = £7,855

Your objective: To develop the opportunities offered to KS1 and EYFS children.



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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)	By the end of the academic year, increase curriculum-time physical activity opportunities for EYFS and KS1 pupils so that all children regularly take part in purposeful movement activities that support early physical development and enjoyment of being active.	Balance bikes provided for Y1 in the first half term. EYFS will be competing in team games in T6. Dance club provided to KS1.	Children are enjoying being healthy from a young age. Confidence in riding a bike and teamwork to improve.	•Timetables showing increased movement opportunities in EYFS and KS1 •Planning showing purposeful movement activities embedded across the curriculum •PE and continuous provision records for EYFS and KS1 •Teacher observations showing improved physical development and engagement •Pupil voice showing enjoyment of being active
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (to April 2026) Final Evaluation to be submitted July 2026	Participation: By the end of the academic year, all EYFS and KS1 pupils will regularly take part in curriculum-time physical activity opportunities. Physical development: By July, teacher observations will show improved gross motor skills and coordination in most EYFS and KS1 pupils. Engagement and enjoyment: By the end of the year, the majority of pupils will show increased enjoyment and engagement in active learning during the school day. Readiness to learn: By the end of the academic year, staff will report improved focus and readiness for learning following active curriculum sessions.	Active learning approaches have become embedded within EYFS and KS1 practice, ensuring that future cohorts continue to benefit from regular physical activity throughout the school day. Staff have developed the confidence and expertise to deliver movement-based learning opportunities that support physical development, engagement and readiness to learn. These approaches will continue to enhance pupils' gross motor skills, enjoyment of learning and overall wellbeing beyond the funding period.	100% of EYFS and Y1 children have taken part in curriculum-time physical activity opportunities. No teacher observation time given. 92% of children said they loved the active learning sessions. "I love it, its so fun and we get to get exercise and be healthy!" "I like it more than when we sit on the carpet" "My favourite is when we put our PE kits on and do games together" "It makes me sweaty but its really fun every time!"	Balance Bikes Y1: £577.50 EYFS Healthy Heads: £825.00 EYFS Active Blackpool: £343.00 Total = £1745.50

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