

PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

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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	Springfield School continued to provide high-quality swimming lessons, ensuring pupils had regular opportunities to develop confidence and competence in the water. Swimming lessons were delivered by qualified instructors and supported by school staff, with water safety education embedded throughout the programme. Targeted top-up swimming sessions were provided for pupils requiring additional support, helping more children make progress towards meeting the National Curriculum requirements. Pupils demonstrated increasing confidence, resilience and enjoyment throughout the programme.	Whilst pupils made positive progress, not all children achieved the National Curriculum swimming expectations by the end of the programme. Factors such as varying starting points, attendance and limited curriculum time meant some pupils required additional support. Continuing to identify pupils early and providing targeted top-up swimming opportunities will remain a priority to maximise attainment and confidence in the water.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

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	Staff developed greater confidence in delivering inclusive PE through ongoing support, planning resources and partnership working. There are now teachers in each year group confident at teaching PE for their Key Stage. Also,pupils in the Enhanced Resource Facility (ERF) have access to high-quality PE alongside their peers, including adapted Bikeability sessions and targeted Physical Literacy interventions.	Although staff confidence has continued to improve, there is still a need to provide ongoing CPD to ensure all staff feel equally confident delivering the full PE curriculum. Opportunities for lesson observations, sharing good practice and subject-specific training will help to further strengthen teaching and learning.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	. A wide range of physical activity opportunities were provided throughout the school day, including two lunchtime clubs, three after-school clubs and targeted interventions such as Rammie's Healthy Heroes and Physical Literacy. Yoga sessions supported pupils' wellbeing, while inclusive Bikeability sessions enabled pupils within the Enhanced Resource Facility to participate fully. Participation in physical activity increased through these varied opportunities, with positive feedback received from pupils and staff. Supporting evidence: Club registers,Pupil voice, participation records, intervention records, Bikeability completion records.	Participation in physical activity continued to improve; however, monitoring showed that some vulnerable pupils would benefit from additional targeted opportunities to increase daily physical activity and develop confidence in sport.

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	PE and physical activity continued to have a high profile across the school through a wide range of sporting opportunities, competitions and wellbeing initiatives. Pupils from every year group accessed at least one sporting event each term, while competitive elements were successfully introduced into EYFS and KS1 Sports Day. Strong partnerships with Derby County Community Trust and external providers enriched the curriculum and inspired pupils to engage positively in physical activity. Pupil voice demonstrated that children enjoyed participating in PE and valued the opportunities available to them.	Whilst PE maintained a strong profile across the school, there are further opportunities to celebrate pupils' achievements through newsletters, displays, assemblies and the school website. Increasing parental engagement and recognising a wider range of sporting successes will help further raise the profile of PE and physical activity.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
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	Springfield continued to provide a broad and inclusive range of sporting opportunities to ensure all pupils could access high-quality physical activity. Alongside curriculum PE, pupils participated in lunchtime and after-school clubs, yoga sessions, Bikeability, swimming, fencing and Physical Literacy interventions. Inclusive provision ensured pupils within the Enhanced Resource Facility (ERF) were able to participate successfully in activities adapted to meet their individual needs. This varied offer increased engagement, confidence and enjoyment of physical activity across the school.	Whilst a broad range of activities was available, participation across some clubs varied throughout the year. Continuing to review pupil interests and introduce new activities will help increase engagement and ensure all pupils can find a sport or activity they enjoy.
5. Increasing participation in competitive sport	Springfield provided a range of competitive sporting opportunities throughout the year, ensuring pupils from every year group participated in at least one sporting event each term. Competitive elements were introduced into EYFS and KS1 Sports Day, while inter-house competitions became embedded within PE lessons to encourage participation, teamwork and resilience. Partnerships with Derby County Community Trust and local organisations enabled pupils to access a wider range of inter-school competitions, giving them valuable experiences of representing the school.	Whilst participation in competitions increased, opportunities were sometimes limited by staffing, transport and the availability of local events. Strengthening partnerships with local schools and organisations will help expand the range of competitions available.

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 25m	At the end of year 6, 56% of pupils could swim 25m.	Whilst pupils made positive progress in swimming, not all children met the National Curriculum expectations by the end of the programme. Differences in pupils' prior experience, confidence in the water and the limited time available for curriculum swimming meant that some pupils required additional support. Attendance at swimming lessons also impacted the progress of a small number of pupils. Providing targeted top-up sessions and continuing to monitor progress closely will remain a priority to maximise outcomes for all pupils.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 6, 56% of pupils could use a range of strokes effectively.	
3. Perform safe self-rescue in different water-based situations	At the end of year 6, 28% of pupils could perform a safe self rescues.	

Aim	Why?	Key Area	Supporting evidence
Continue to develop staff confidence and expertise in delivering high-quality PE.	Whilst staff confidence has continued to improve through CPD, Complete PE and external training, ongoing professional development will ensure all staff remain confident in delivering an inclusive, progressive PE curriculum and continue to develop assessment and adaptive teaching strategies.	Key Indicator 1: Increasing confidence, knowledge and skills of all staff.	Staff confidence questionnaires, Lesson observations, PE leader monitoring, Staff CPD evaluations, Pupil attainment.
Increase physical activity opportunities for all pupils throughout the school day.	Although pupils accessed a wide range of clubs and interventions, further opportunities are needed to engage less active pupils and increase participation outside curriculum PE, particularly through targeted activities and enhanced lunchtime provision.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity.	Club registers. Participation data, Physical Literacy intervention records, Pupil voice, SEND participation.
Continue to raise the profile of PE and physical activity across the whole school community.	PE continues to play an important role within school life. Increasing opportunities to celebrate achievements, involve families and promote healthy lifestyles will further strengthen the profile of PE across the school.	Key indicator 3: Raising the profile of PE and sport.	Newsletters, Celebration assemblies, School website, Pupil voice, Competition records.
Broaden opportunities for pupils to participate in a diverse range of sports and physical activities.	Providing a wide variety of inclusive sporting experiences helps pupils develop confidence, resilience and lifelong enjoyment of physical activity. Continuing to respond to pupil interests and remove barriers to participation will ensure all pupils can access activities they enjoy.	Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities.	Club participation, Bikeability, SSP events, swimming, Yoga, physical literacy, Rammie's Healthy Heroes
Increase participation in inclusive competitive sport.	Whilst competition opportunities have increased, further work is needed to ensure every pupil regularly experiences both intra- and inter-school competition through inclusive and accessible formats.	Key indicator 5: Increasing participation in competitive sport.	Competition calendar, SSP events, inter and intra sport competitions

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: Provide PE CPD and support to all staff

	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)	Develop staff confidence, subject knowledge and teaching expertise to ensure all pupils receive consistently high-quality, inclusive PE lessons that support physical, social and emotional development.	• Continue membership of Complete PE to provide high-quality planning, assessment and progression resources. • Renew AfPE membership to access current guidance and professional resources. • Access CPD opportunities through the Active Schools Partnership and other external providers. • Provide ongoing support and mentoring for staff through PE subject leadership • Monitor teaching through lesson observations, learning walks and staff discussions. • Share good practice between staff and encourage collaborative planning. • Ensure teachers are confident in adapting lessons to meet the needs of all pupils, including those within the Enhanced Resource Facility (ERF) and pupils with SEND.	• Increased staff confidence in delivering all areas of the PE curriculum. • Consistently high-quality PE lessons across every year group. • Improved teacher confidence in adapting learning for SEND pupils. • Increased pupil engagement, enjoyment and confidence during PE lessons. • Continued improvement in pupils' physical literacy, knowledge and skills. • High-quality assessment informing future planning and pupil progress.	• Staff confidence questionnaires. • Lesson observations and learning walks. • PE subject leader monitoring. • Complete PE assessment data. • Staff CPD evaluations. • Pupil voice surveys.PE attainment data.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

Your objective: Drive physical activity levels

	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)	Increase opportunities for all pupils to be physically active throughout the school day by providing a broad range of inclusive activities that promote healthy lifestyles, improve wellbeing and encourage lifelong participation in physical activity.	• Continue to provide a wide range of lunchtime and after-school clubs that appeal to pupils of all ages and abilities. • Continue to deliver Rammie's Healthy Heroes lunchtime club to encourage active play and healthy lifestyles. • Deliver Physical Literacy interventions for pupils requiring additional support with movement skills, confidence and engagement. • Continue to provide Yoga sessions to support pupils' physical and emotional wellbeing. • Deliver Bikeability programmes, including adapted provision for pupils within the Enhanced Resource Facility (ERF). • Monitor participation in clubs and target less active pupils, disadvantaged pupils and those with SEND to ensure equal access. • Continue to develop active play opportunities throughout the school day and encourage pupil leadership where appropriate. • Promote physical activity through whole-school initiatives and themed events.	• Increased participation in lunchtime and after-school clubs across all year groups. • More pupils meeting the recommended daily levels of physical activity. • Improved confidence, coordination and physical literacy, particularly for pupils receiving targeted interventions. • Improved emotional wellbeing through regular participation in physical activity and yoga. • Increased participation from disadvantaged pupils and pupils with SEND. • Positive attitudes towards healthy lifestyles and lifelong physical activity. • High levels of pupil enjoyment and engagement in physical activity beyond curriculum PE.	• Extra-curricular club registers. • Lunchtime club attendance records. • Healthy Heroes participation records. • Physical Literacy intervention assessments. • Bikeability completion records. • Yoga participation records. • SEND participation data. • Pupil voice surveys. • Staff observations.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

Your objective: Develop competition

	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 provide all pupils with regular opportunities to participate in inclusive competitive sport, enabling them to develop confidence, resilience, teamwork and sportsmanship while experiencing the pride of representing Springfield School.	• Continue to provide a programme of intra-school competitions through PE lessons and whole-school events. • Organise annual Sports Day with competitive opportunities appropriate for all year groups. • Continue to participate in School Games competitions, festivals and local sporting events through the Derby City School Sport Partnership and Derby County Community Trust. • Ensure every year group has access to at least one inter-school sporting event or festival during the academic year. • Develop inclusive competition formats so that pupils of all abilities, including those with SEND and pupils within the Enhanced Resource Facility (ERF), can participate successfully. • Celebrate participation, teamwork, determination and sporting success through assemblies, newsletters and the school website. • Monitor participation to ensure opportunities are shared fairly across all year groups and pupil groups.	• Every pupil participating in at least one competitive sporting event or festival during the academic year. • Increased participation in both intra- and inter-school competitions. • Greater confidence, resilience and teamwork demonstrated by pupils. • Increased opportunities for SEND and ERF pupils to participate in meaningful competition. • Pupils demonstrating excellent sportsmanship, respect and perseverance. • Increased pride in representing Springfield School at sporting events. • Positive pupil voice showing that competition is enjoyable, inclusive and motivating.	• School Games participation records. • Derby County Community Trust event records. • Sports Day records. • PE lesson planning showing intra-school competition. • Participation tracking across year groups. • Pupil voice surveys. PE subject leader monitoring.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

Your objective: Strive to ensure all pupils meet the minimum requirement in swimming.

	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 ensure all pupils develop the swimming skills and water safety knowledge required by the National Curriculum by providing high-quality swimming lessons and targeted top-up provision where necessary, enabling every child to become a safe and confident swimmer.	• Deliver high-quality curriculum swimming lessons through approved swimming providers. • Use baseline and end-of-unit assessments to identify pupils requiring additional support. • Provide targeted top-up swimming lessons for pupils who have not yet met the National Curriculum expectations. • Continue to work in partnership with **Everyone Active** and other swimming providers to deliver progressive swimming instruction. • Ensure all pupils receive water safety education alongside practical swimming lessons. • Monitor swimming progress regularly and use assessment information to target support effectively. • Use PE and Sport Premium funding, where appropriate, to contribute towards top-up lessons and transport costs. • Communicate progress with parents where additional swimming opportunities are recommended.	• Increased numbers of pupils meeting the National Curriculum requirements for swimming and water safety. • Pupils demonstrating greater confidence and competence in the water. • Pupils able to swim competently over 25 metres 65% • Pupils able to use a range of recognised swimming strokes effectively. 65 % • Pupils able to perform safe self-rescue in a range of water-based situations. 50% • Pupils demonstrating a secure understanding of water safety and personal responsibility around water.	• Swimming assessment records. • Swimming teacher reports. • Top-up attendance records. • PE subject leader monitoring. • National Curriculum swimming outcomes.

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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				