



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

Commissioned by



Department
for Education

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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Review of the last academic year (2024/2025)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	91% of pupils in year 6 can swim competently, confidently and proficiently over a distance of 25 meters.	We could have attended top up swimming for those who were not able to swim a distance of 25 meters.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% of pupils in year 6 can use a range of strokes effectively.	
3. Perform safe self-rescue in different water-based situations	100% of pupils can perform self-rescue in different water-based situations	

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.	Physical literacy lead (from NOSSP) was providing CPD for teachers during afternoon lessons. Ensured that two members of staff were trained to support school swimming.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Continued "Launton Laps" daily. Orienteering opportunities throughout the year. PP children offered sports club using PP funding. Introduced Healthy Movers in EYFS. Personal challenges change each term to focus on a different skill. KS2 Skipping break in pm. Introduction to more playground equipment for active playtimes/lunchtimes.	Lots of resources/equipment needed to be replaced due to overuse/loss at breaktimes. Extreme weather (hot) occasionally meant laps/orienteering had to be held off.

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	Mr Mawn as our physical literacy lead. Achieved Platinum award for School Games. Events/activities communicated to parents via newsletter. Celebrating achievements in Friday assemblies. Entered football league.	
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	Equal access for boys and girls in all sports/activities including within school time and in after school clubs. Football league consisted of mixed teams. Girls' equal access to football award received. Each term, each class will do 2 different PE units so they cover 12 areas during the academic year. Mr Mawn trained in golf to provide a new skill for children.	Golf only available for KS2 for safety reasons.
5. Increasing participation in competitive sport	All children took part in competitive sport during the academic year. This ranged from attending competitions at Cooper as part of our NOSSP membership or through intra school competitions (gymnastics, cross country and sports day).	Coach costings and staffing limit how many competitions we can attend.

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	93% achieved.	Did not attend top up swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	93% achieved.	Did not attend top up swimming.
3. Perform safe self-rescue in different water-based situations	87% achieved	Did not attend top up swimming.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Continue to teach well-paced lessons that are skills focused.	Children will learn basic skills well that they can adapt to multiple sports. Children will be able to spend appropriate amount of time perfecting skills.	<i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Using Get Set 4 PE. Physical Literacy lead provides support for teachers.
To provide children opportunities to participate in competitive sport	To teach compassion, sportsmanship and resilience. Part of the key areas set out.	<i>5. Increasing participation in competitive sport</i>	All children participated in sports day and cross country events. KS2 all took part in a festival at the cluster events.
To provide opportunities to play new sports.	Opens children up to a range of sports that may peak their interest and give opportunity for them to learn something new. Children may go on to play these sports outside of school.	<i>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</i> <i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i>	Physical literacy lead introduced golf for KS2. Different athletic events were taught in summer term to include running, jumping and throwing.
To provide mentoring and CPD for teacher so they feel confident teaching a variety of PE units.	High quality teaching is key. Feeling confident to teach a variety of PE units is beneficial to staff and children.	<i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Physical Literacy lead provides support for teachers. Mentoring sessions Monday pm.
Increase physical activity for pupils and raise the profile of being an active and healthy school.	Health and wellbeing is an important part of daily life. Provide skills they can continue to use as they get older.	<i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i>	Platinum school games award. Orienteering opportunities. Playground equipment bought. Play leaders established.

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:



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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)	Develop lunchtime play provision to increase activity for all children.	Develop pupil leadership with Mr Mawn on a Monday (year 5 responsibility in the first instance). Year 5 set up a designated "play" area where they will provide games for KS1 and less active children. More equipment to be taken to the playground so they have access to balls, hoops, bats and beanbags.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Children playing together, compromising and inventing new games using equipment.	Teacher/TA voice from playground duty. Children voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Year 5 teacher is pleased with how confident and reliable the sports leaders have been. One group of children created a run club! Playtimes visibly more active.	Yes, currently sustainable. Each year the new year 5s will be trained by a member of staff and/or the year 6 sports leaders so they can take over the role effectively.		Contribution to NOSSP/cost of Mr Mawn (£10,895)

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To increase our participation in competitive sport.	Calendar of events given to office/head in advance for organization purposes. Speak to local schools about potential coach sharing to split costs. Plan so that each year group has opportunity to play. Termly NOSSP meetings to attend to keep up to date with events.	A higher percentage of children participating in competitive sports. Children showing enjoyment from playing competitively. Building resilience and confidence.	Child voice. Questionnaire
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children were pleased/proud of taking part in competitions. Some children commented on tactical improvements that they can for the following year, showing sportsmanship and understanding of the games. Placing higher in cross country events and placing 4th in cricket (first time playing).	Not without funding so we can continue to be part of NOSSP and provide travel. Competitions within school are sustainable as they do not have additional costs.		£800 travel £3000 NOSSP membership

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Offer a broader range of PE units and after school clubs to all children.	Use ignite sport for three days a week (gymnastics, dance, netball/basketball). Mr Mawn to run a Monday club – KS1 multiskills, rugby, gold and cricket. FSM children offered a club as part of their school offer.	Higher percentage of FSM attending. More children attending clubs altogether.	Pupil voice (questionnaire)
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	58% of the school attended a club. 50% of our SEN children attended a club. 28.5% of our FSM children attended a club. 36% of children attending a club were girls.	We will continue with Ignite sports to run clubs. Sustainability will rely on being able to fill the Monday slot with a cost effective alternative to our Physical Literacy Lead who will not remain with us in September. Golf will not be able to continue until another member of staff is trained.		Ignite sport Physical Literacy Lead CPD

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To provide mentoring and continued professional development for teachers so they feel confident in teaching a variety of PE units.	Staff to do CPD. Work alongside Mr Mawn in the afternoon. Meeting with PE lead to discuss units and provision.	A larger variety of units being taught effectively.	Teacher questionnaires.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Adding gold to the curriculum was fun and engaging for children and new skills learnt for teachers. STEP framework helped teachers feel more confident in changing/adapting to meet all needs.	Yes. CPD in specific areas/units are often free/affordable. No, we cannot afford to keep our Physical Literacy Lead (Mr Mawn) due to the cut to the sports premium funding.		Physical literacy lead cost £10,895).

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