

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.

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	58% of pupils in year 6 can swim 25 metres. Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to increase to >75%. Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	64% of pupils in year 6 can use a range of strokes effectively. Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to increase to >75%. Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	49% of pupils in year 6 can perform safe self rescues. Evidenced on PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to increase to >75%. Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.

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	Use of professional coaches to lead gymnastics PE sessions with class teachers as this was an area of the curriculum that many teachers had highlighted as they were uncomfortable with. Pupil voice data rose to 90% pupils feeling that they enjoy PE lessons. As a result of teacher CPD on instant feedback, more children explained in their pupil voice questionnaire that they know what they are good at in PE.	To deliver more CPD sessions throughout the year to ensure staff are fully supported in delivering high quality PE. Staff questionnaire highlighted some confidence issues when delivering certain aspects of curriculum PE.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Additional opportunities such as playground leader led games for all pupils to engage in physical activity at lunchtimes and monitoring this with MOKI bands. We can now identify the least active children and engage them in fun active clubs. We have seen the least active children's activity levels rise by up to 20% per day since starting the clubs. Opportunities taken to allow more children to take part in extra-curricular events and festivals. Girls only football clubs after school to encourage more girls to be active..	We are unsure of home activity levels and data from our pupil voice indicates work must be done in this area. Despite an increase in activity levels in the least active children, this still falls below the recommended 30 minutes of MVPA during the school day.

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	By celebrating all things PE, PA and SS, we are encouraging more pupils to enjoy movement and physical activity. 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school. Pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 30 minutes during the school day. Points, trophies and medals awarded to not only the best sportspeople, but also for sportsmanship.	Not all pupils are active for 30 minutes a day during school hours as per MOKI data.
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	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: Extra-curricular – Dodgeball, Dance, Athletics, Football (both open and girls only), Multi Skills, fitness. Additional 'SMILE' days on offer – curriculum time to engage all pupils – Dance, Hoopstars, and Skipping. Focus particularly on those pupils who do not take up additional PE and Sport opportunities	Not every child stated they enjoy PE – 10% do not enjoy PE. There are still many pupils that are not active for 30 minutes a day during school hours, therefore unlikely that they will be hitting the recommended 60minutes per day, 7 days a week.
5. Increasing participation in competitive sport	70% of KS1 and 65% of KS2 have taken part in an Inter competition or festivals.	Continue to develop our competition provision. 'Sporty' children tend to be chosen for KS2 competitive events, limiting the opportunity to take more children.

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

<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 25m	At the end of year 4, 38% of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 4, 43% of pupils could use a range of strokes effectively.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue in different water-based situations	At the end of year 4, 49% of pupils could perform a safe self rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in up to two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Provide in school opportunities for pupils to access multiple opportunities to be physically active and begin to monitor external physical activity to drive physical activity levels with key focus groups.	To ensure that all pupils will be active on average 30 minutes a day during the school hours and promote physical activity at home..	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Complete PE's PA assessment. MOKI band data
Provide intra school competition opportunities, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.

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: Provide PE CPD and support to all staff



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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)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included. Ensure GetSet4PE annual membership is paid to ensure teachers can access HQ planning and supporting resources. PE resources updated to enable HQ teaching to take place.	An increase in staff confidence when delivering PE lessons. More 'High Quality' PE lessons – from observation data and pupil voice. Pupils find PE lessons fun and enjoyable.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Feedback from staff on the implementation of GetSet4PE as a scheme has been overwhelmingly positive. Some staff also reporting that they have accessed CPD opportunities online.	Staff are now confident and competent. Continued CPD can come from sharing good practice in school and using Complete PE.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.	

Your objective: Drive physical activity levels



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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)	Provide in school opportunities for pupils to access multiple opportunities to be physically active Ensure that children are active for at least 30 minutes of the school day.	Increase the number and range of activities and clubs on offer (Pupil Led Games, dodgeball, games, dance. Parent and child fitness club.) Implementation of new extra-curricular timetable. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 5&6 playleaders. Use leadership ideas from GetSet4PE. Use GetSet4PE home activity ideas to send home on class dojo to encourage families to be more active.	All children to be active for at least 30 minutes every day during school hours. Active play times and lunch times. Greater family engagement with physical activity.	Moki bands. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Least active children targeted for active lunchtime clubs Higher number of children achieving 30 minutes of activity than previous year. More teaching staff leading extra-curricular clubs	Now they are trained, MDS to continue to provide the training to the next cohort of year 6 playleaders to allow for suitability. Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend.	Moki data Lunchtime participation data, alongside lunchtime activity plan.	

Your objective: Develop competition



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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)	Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	Attend KS1 multi-skills festivals each term to ensure all Year 1 and 2 children have the opportunity to participate.	Every KS1 child attends a sports trip or festival. Over 70% of KS2 children attend a sporting event. More SEND children attend panathlon events	Competition calendar and register of participants.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children experiencing their first sports trip and representing the school. Successful sports day with children showing excellent resilience, determination and sportsmanship. KS1 children taking part in multi-skills festivals.	We have given children their first experiences of competition and ensured they are positive ones. We hope that this will continue to encourage participation as the children progress through the school.	Pupil voice surveys.	

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



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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 top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Following our core curriculum and water safety lessons we will identify pupils for top-up swimming and make arrangements with swimming providers. We will use the PE and Sport Premium to fund top-up swimming. This will include the cost of transport for top-up swimming only.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term. Last year, 59% of pupils leaving school could swim 25m and use a range of strokes effectively. We hope to see a number greater than 75% this year.	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	79% of children leaving Y6 could swim 25 metres.	The school are committed to raising the required funds for top up swimming going forwards.	Swimming assessment reports and data.	

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Reporting primary PE and sport premium grant expenditure for academic year 2025 to 2026

Submission Id : KFdty3ITKU
Submission Status : SUBMITTED

2026-09-01, 03:29 PM

UKPRN 10033820

Provider Name Reid Street Primary School

1. Funding grant

Total PE and Sport premium for 2025 to 2026 £ 19,260

Is the total amount for PE and sport premium grant for academic year 2025 to 2026 correct? Yes

Did you have any unspent PE and sport premium grant remaining at the end of academic year 2025 to 2026? No

2. Grant spending

Has your school spent any of its PE and sport premium grant on CPD in academic year 2025 to 2026? Yes

How much has your school spent on CPD for academic year 2025 to 2026? £ 1,800

How much has your school spent on CPD upskilling staff to deliver swimming lessons for academic year 2025 to 2026? £ 0

How much has your school spent extra-curricular opportunities for academic year 2025 to 2026? £ 600

How much has your school spent on equipment and resources for academic year 2025 to 2026? £ 1,045

How much has your school spent on membership and subscription fees for academic year 2025 to 2026?

£ 625

How much has your school spent on activities organised by the SGO network for academic year 2025 to 2026?

£ 2,987

How much has your school spent on entering external school sports competitions for academic year 2025 to 2026?

£ 3,200

How much has your school spent on external coaching staff for academic year 2025 to 2026?

£ 1,800

Has your school targeted any spending to provide or improve opportunities in PE, sport and physical activities for pupils with SEND for academic year 2025 to 2026?

Yes

Has your school targeted any spending to provide or improve opportunities in PE, sport and physical activities for pupils with long-term medical conditions for academic year 2025 to 2026?

Yes

Has your school targeted any spending to increase or improve girls' access to PE lessons or access to extra-curricular sport and physical activities for academic year 2025 to 2026?

Yes

Has your school targeted any spending to provide or improve opportunities in sport and physical activities for disadvantaged pupils for academic year 2025 to 2026?

Yes

3. New PE and School Sport Partnerships Network

What targeted support from the new PE and School Sport Partnerships Network would be of most benefit to your school for academic 2026 to 2027?

a. Continued professional development (CPD), c. Extra-curricular opportunities , d. Equipment and resources , f. School Games Organisers (SGO) associated costs

Do you consent to all the information you have entered in this digital form to be shared with the National Delivery Partner (once in post)?

Yes

4. Swimming

Does your school have year 6 pupils?	Yes
What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres for academic year 2025 to 2026?	79 %
What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke) for academic year 2025 to 2026?	86 %
What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations for academic year 2025 to 2026?	76 %
How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils for academic year 2025 to 2026?	£ 7,203
What impact has your school's spending of this funding had on swimming and water safety attainment for academic year 2025 to 2026?	Positive impact

5. Declarations

I confirm that	I am authorised to submit this PE and sport premium assurance return on behalf of my school
I confirm that	the information contained in this PE and sport premium assurance return is accurate and has been signed off by the school headteacher
I confirm that	the information contained in this PE and sport premium assurance return is accurate and has been authorised by Chair of Board of governors or trustees
I confirm that	the reported spending detailed within this submission will be published on my school's website