

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

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Department
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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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

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 focussing 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	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	50% (11 of 22 pupils)	Half of the cohort met the 25m standard. 21 of 22 pupils completed Swim England Awards 1–3, showing good water confidence, but many are not yet swimming a sustained distance. Pupils not yet meeting the standard will be signposted to top-up and community swimming lessons before they move to secondary school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	50% (11 of 22 pupils)	The same 11 pupils met the strokes requirement. Most other pupils are working within Awards 4–5 and need further work on stroke technique, particularly over distance.
3. Perform safe self-rescue in different water-based situations	50% (11 of 22 pupils)	11 pupils achieved the Safe Self Rescue Award. Self-rescue and water safety will remain a focus in top-up sessions and in class (e.g. water safety lessons during Drowning Prevention Week).

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Improve the confidence, knowledge and skills of staff in teaching PE	So that high-quality PE is sustained by class teachers beyond specialist support	1 – Staff confidence, knowledge and skills	Staff confidence survey, lesson drop-ins, team-teaching records
Increase pupils' regular physical activity, including clubs and lunchtimes	To help pupils towards 60 active minutes a day, with a focus on the least active	2 – Engagement in regular physical activity	Club registers, pupil voice, playground observations
Increase participation in inter-school competitions and festivals	Transport cost is a barrier to attending events for our village school	5 – Competitive sport	Events log, team sheets, number of pupils attending
Ensure all pupils, including those with SEND and girls, can access PE, sport and events	Equal access for all; some pupils need additional adult support to take part	4 – Broader, more equal experience	Registers by pupil group, pupil and staff voice
Ensure equipment supports a broad PE curriculum, clubs and active playtimes	Enough good-quality equipment maximises activity time in lessons	4 – Broader experience / 2 – Engagement	Equipment audit and purchase records
Raise swimming and water safety attainment	50% of Year 6 met national curriculum requirements (March 2026)	Swimming and water safety	Places Leisure School Swimming Report, 27/03/2026

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 focussing 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*

Plan, monitor and evaluate (2025/2026)

Example objective shown below is for reference purposes only:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your Objective: Improve staff confidence and the quality of PE (Collinson 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	Increase staff confidence, knowledge and skills in teaching PE, and raise the quality of PE for all pupils.	Collinson (PE Support) employed 3 days a week to team-teach and model high-quality lessons alongside class teachers, support planning and assessment, and lead extra-curricular and lunchtime activity.	Class teachers confident to plan and deliver PE independently; consistently good PE lessons across school; more pupils active in clubs and at lunchtime.	Staff confidence survey (start and end of year), lesson drop-ins, pupil voice, club registers.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils received consistently high-quality PE lessons, led or supported by a specialist. Class teachers observed and team-taught with Collinson, developing their subject knowledge and confidence.	CPD gained through team teaching stays in school. Shared planning and resources remain available to staff. Class teachers will lead more lessons independently as specialist support reduces.	Staff voice, lesson observation notes, club registers, pupil voice.	Collinson (PE Support), 3 days a week – £7,463

Your Objective: Increase participation in competitive sport



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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	Increase the number of pupils taking part in inter-school competitions, festivals and events.	Fund transport to local competitions and festivals so that cost and travel are not a barrier. Hire coaches for sporting trips so whole teams and larger groups can attend. Enter a wider range of events, including inclusive and girls' events.	More pupils, including those who have not represented the school before, take part in competitive sport.	Events calendar, team sheets, pupil voice, newsletter and website reports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Transport funding enabled pupils to attend competitions and festivals that the school could not otherwise have reached. Coach hire allowed larger groups of pupils to travel to sporting trips together.	Maintain links with the local school sport network. Share transport with partner schools where possible and build a regular annual calendar of events.	Events log, registers, team sheets, newsletter and website reports.	Travel to events – £930 Coach hire for sporting trips – £4,517

Your Objective: Ensure all pupils can access PE, sport and events



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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	Ensure all pupils, including those with SEND, can access PE, sport and events safely.	Fund LSA and teacher time to support pupils in PE and to accompany pupils to sporting events and competitions.	All pupils able to take part fully; no pupil misses an event because of staffing.	Registers by pupil group, staff and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Additional adult support meant pupils could attend events and pupils needing support could take part fully in PE and sport.	Staff who attend events gain experience of organising teams and events. LSAs develop skills in adapting activities for pupils with SEND, which they continue to use in lessons.	Event registers, staff and pupil voice.	LSA and teacher cost – £500

Your Objective: Resources for a broad PE curriculum and active playtimes



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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	Provide sufficient, good-quality equipment to deliver a broad PE curriculum, clubs and active playtimes.	Audit PE equipment and purchase items to fill gaps identified by staff and pupils, including new equipment for PE lessons, extra-curricular clubs and active playtimes.	Enough equipment in lessons for maximum participation and activity time; more active playtimes.	Equipment audit, purchase records, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	New equipment is used in PE lessons, clubs and at playtimes, increasing the time pupils are active.	Equipment is stored and maintained carefully and audited annually. Pupil leaders help to look after playground equipment.	Equipment audit, purchase records, pupil voice.	PE equipment – £4,000

Your Objective: Swimming and water safety



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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	Increase the percentage of pupils meeting national curriculum swimming and water safety requirements.	Year 6 swimming lessons with Places Leisure. Track progress through Swim England School Swimming and Water Safety Awards and identify pupils who need top-up swimming.	More pupils able to swim 25m, use a range of strokes and perform safe self-rescue by the end of Year 6.	Places Leisure School Swimming Report.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Assessment on 27/03/2026: 11 of 22 Year 6 pupils (50%) met all three national curriculum requirements. 21 of 22 pupils achieved Awards 1–3 and 11 achieved the Safe Self Rescue Award.	Use assessment data to target top-up lessons for the 11 pupils not yet meeting the standards. Continue to teach water safety in class.	Places Leisure School Swimming Report (27/03/2026).	No PE and sport premium spend – core swimming funded from school budget [please confirm]

This page has been left blank for any notes or supporting information.

PE and sport premium 2025/26 – funding summary (Harthill Primary School)

Total PE and sport premium received: £17,410

Collinson (PE Support), 3 days a week: £7,463

Travel to events: £930

Coach hire for sporting trips: £4,517

PE equipment: £4,000

LSA and teacher cost: £500

Total spent: £17,410

Unspent: £0

Swimming (Year 6 cohort, Places Leisure assessment 27/03/2026): 22 pupils; 11 (50%) met all three national curriculum requirements.