PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

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	All pupils in year 5 & 6 were offered the opportunity for swimming lessons. Year 6 pupils have also been offered 'top-up' lessons to support them to reach the national standard of 25m. 71% of pupils in Year 6 can competently, confidently and proficiently swim 25m.	Several pupils missed out on 'top-up' lessons due to absence. A number of pupils are able to swim 15-20m, but have not quite reached the required distance of 25m.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All pupils had swimming lessons that taught them a range of strokes. Many pupils favour one stroke over another.	Some pupils needed several additional lessons to become confident and proficient in all strokes.
3. Perform safe self-rescue in different water-based situations	All pupils were offered the opportunity to perform self-rescue as part of their swimming lessons. 72% of pupils were confident to attempt a self-rescue.	A number of pupils were unable to perform a safe self-rescue due to low water confidence.

Review of the last academic year (2024/2025)

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	Team teaching across gymnastics and tennis to support staff knowledge and skills. CPD offered to staff to increase training opportunities.	More staff feedback and audits needed to prioritise CPD to staff and sports where the need is greatest.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A range of sports after school clubs are offered. These change termly and are offered to all pupils. Examples of clubs offered are football, aikido, athletics, cricket and dance. Pupils are offered the opportunity to represent the school at local sports events.	Use pupil voice to develop the range of clubs on offer. More pupils could be offered opportunities to attend local sports events. Keeping a record of pupil participation would help.

Review of the last academic year (2024/2025)

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	New and more equipment increased the enjoyment of PE across the school. Pupils were able to play netball and football during playtimes as new football goals were available to use, as were new netball posts with padding.	Some equipment still needs replacing and improving to further support sport across the school.
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	Playtime bags were made with a range of equipment to offer all pupils a better experience at playtime. Girls football and cricket opportunities were increased with access to after school clubs and local competition provision.	Ensuring that all pupils are able to participate in after school clubs, additional clothing and equipment to be available.
5. Increasing participation in competitive sport	Many pupils were offered opportunities to participate in local competitions, such as football, cricket, athletics and netball.	Pupils can be offered opportunities to try non-mainstream sports.

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 25 metres	64% of Year 6 pupils can competently, confidently and proficiently swim a distance of 25m or more. All Year 5 and Year 6 pupils have been offered the opportunity of swimming lessons. Year 6 have also received, where needed, top up lessons.	Some pupil absence means that some pupils missed out on top up lessons. This needs to be monitored.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All pupils can swim using a range of strokes and these are taught consistently across all swimming lessons.	Due to pupil absence some pupils have had less opportunities to improve their stroke competency. Monitoring needed.
3. Perform safe self-rescue in different water-based situations	Pupils have enjoyed this aspect of their swimming lessons. 73% of pupils felt confident to perform a self rescue.	Continued low water confidence means that some pupils have struggled to perform a safe self rescue.

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
To develop the role of Yr5 playleaders.	Increase pupil voice opportunities. Develop leadership skills for Yr5. Increase the play opportunities for Yr2. Broaden interest in a range of play/sports equipment.	Key indicator 2 -The engagement of all pupils in regular physical activity.	Yr5 playleaders have regularly held multi skill play sessions with Yr2.
To increase the involvement of all pupils at local sports events	Pupils feel proud to represent their school. Pupils have the opportunity to use their sports skills at an organized event.	Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils Key indicator 5 – Increased participation in competitive sport.	More pupils participated at an event than the previous year.
To use top-up swimming sessions for Year 6 pupils	To enable more pupils to try and achieve the required swimming distance of 25m	Key indicator 2 - The engagement of all pupils in regular physical activity.	An additional 20% of pupils managed to reach the expected distance of 25m after having top-up lessons.

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:

	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 improve the provision of staff CPD opportunities.	Use of an audit questionnaire at the start of the Autumn Term to gauge staff confidence in PE and sport.	A range of sport and PE skills amongst staff. Ideas for CPD opportunities and PE provision.	Staff audit questionnaires were collated by PE lead.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	A number of staff have been on CPD PE courses related to skills and opportunities they highlighted in their staff audit. All staff participated in a PE skills improvement and differentiation staff meeting.	Yes. Staff have been observed using skills, activities and knowledge from CPD opportunities in PE lessons. Team teaching has widened to knowledge base from CPD opportunities. These skills can be carried forward and reused with different cohorts of pupils.	Staff CPD courses – New PE Lead courses. SEND provision and adaptations. EYFS PE course Whole school PE training in a staff meeting.	**£595**

Your objective:

	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 use pupil voice to inform after school clubs provision.	During Assemblies, pupils to be questioned on after school club provision and given opportunities to suggest clubs they would like to participate in.	Pupils taking ownership of the types of club they would like to see offered. Increased take up of after school clubs. Increased regular attendance of after school clubs.	A wider range of clubs have been offered throughout the year. Clubs have been provided for pupils to attend that are linked to forthcoming local competitions, as well as pupils interests, e.g. netball club and rounders clubs have specifically targeted pupils who will be participating in future competitions as well as offering provision for other pupils.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Pupils have been attending clubs more frequently. A number of pupils who have attended netball, football, cricket and rounders clubs have been selected to represent the school at local competitions.	The cost of using qualified sports coaches has ensured quality provision for some after school sports clubs. Pupils have engaged well and developed sports and competition skills that can be used at future competitions. The success of individuals and teams at local competitions has ensured that pupils want to continue developing skills.	Pupils have achieved both personal and team success at local competitions. Pupils enjoy attending local competitions and feel comfortable competing against other local schools. Attendance at coach led sports clubs has remained high throughout the year.	**£9055**

Your objective:

	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 develop the use of a data bank to monitor pupil participation in local sports events.	All KS2 children will be added to a computer file that will monitor their participation in local sports events.	Opportunities for all pupils to attend local sports events. Monitoring of how many events each pupil will attend to ensure that equal opportunities are offered to both girls and boys, global majority pupils have opportunities to attend sports events and pupils who are SEND are able to access and attend relevant sports competitions.	Across KS2 an average of 98% of pupils have attended at least 1 sports event during the academic year 2025-2026.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Pupils feel excited to participate at a sports event. They feel proud to be chosen to represent the school. Pupils feel encouraged that themselves and peers will be given equal opportunities. Pupils have enjoyed the opportunities to try different sports against a variety of local schools.	The computer files can be adapted year on year to reflect the new cohorts in each year group. . The files will continue to reflect equal opportunities for all pupils.	Computer files are available for all staff to monitor and can be used for a variety of assessment and monitoring uses.	**£520**

Your objective:

	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 develop the role of Yr5 playleaders.	Free training is provided by Merton SSP.	A confident and knowledgeable group of Yr5 pupils who are able to communicate well and lead multi skills events for other pupils.	All Yr5 pupils were trained during the Autumn Term. A group of 12 children were chosen to be the main playleaders with other pupils in reserve.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The playleaders have grown in confidence throughout the year. They have regularly organized games and activities for Yr2 children. The Yr5 playleaders have been invited to local multi skills events to set up and lead activity sessions for other schools, including presenting certificates at the end of the sessions.	As the current yr5 playleaders move into Yr6, there will be a transition and handover period to the new Yr5 playleaders.	Multi skills events are planned for the next academic year which the new Yr5 playleaders will attend and hopefully lead.	£0

Your objective:

	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 work with OPAL staff leaders to develop additional play opportunities for all pupils.	Regular meetings to discuss resourcing/equipment/activity spacing. Meeting with OPAL Play Rangers to use pupil voice for a pupil perspective on sports provision within OPAL.	The provision of a range of sports within the OPAL zoning.	Playground/school field mapping used to plan out play zones. Meetings with Play Rangers organized.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Several zones have been developed and established in OPAL so far.	OPAL continues to develop and thrive within the school. As OPAL becomes further established within the school, more developments can be made to enhance the provision of sports zones and include various forms of movement and activity in the play zones.	A range of equipment has already enhanced many of the play areas and zones. A multi use sandpit is under development.	**£3185**

Abbotsbury Primary School PE and Sport Premium Spending Tracker 2025-2026

Category	Specific Area	Example	Autumn (£)	Spring (£)	Summer (£)	Yearly (£)
CPD	CPD to develop staff skills, activity and sports knowledge	SEND course, EYFS course, England Hockey course		140		
	Other CPD	internal, external, online and/or inter-school		455		
	Total CPD Spend		0	595	0	595
Other grant spend	Extra-curricular opportunities	wider range of activites, increasing participation	4870	3585		
	Equipment and resources	Sandpit			3185	
	Membership and subscription fees	School Sport Partnership		1435		
	Activities organised by SGO network	Festivals, workshops, or CPD by SGO	520			
	External school sports competitions	Competitions organised by SGO	0			
	External coaching staff	Hired coaches for specific sports	4850			
	Total Other Grant Spend		10240	5020	3185	18445
Overall Totals	**Total Funding Received**	19040				
	Total PE & Sport Premium Spend	19040	10240	5615	3185	19040
	Total Remaining					-19040