





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.

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 of the Year 6 pupils achieved the expected 25m standard by the end of Key Stage 2. Regular swimming lessons enabled pupils to develop confidence and stamina in the water. Teacher assessments and swimming provider records showed good progress throughout the programme	A range of strokes were not confidently achieved by the swimmers
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Most pupils were able to demonstrate a range of swimming strokes, including front crawl, backstroke and breaststroke, with increasing confidence and control. Swimming instructors reported improvements in technique, coordination and breathing. Lesson observations and end-of-programme assessments showed that pupils could select and use appropriate strokes over varying distances.	Some pupils were more confident using one or two strokes and found it challenging to develop proficiency across the full range. Limited pool time meant there were fewer opportunities for individual coaching and stroke refinement. Assessment records indicated that a small number of pupils required further practice to improve technique, efficiency and consistency when using different strokes.
3. Perform safe self-rescue in different water-based situations	Pupils developed a good understanding of water safety and were able to demonstrate key self-rescue skills, including floating, treading water and safely reaching the poolside. Swimming instructors delivered water safety activities as part of the programme, helping pupils to recognise risks and respond appropriately in different situations. Assessment records and instructor feedback showed that most pupils could perform the required self-rescue techniques with confidence.	Some pupils lacked confidence when completing self-rescue activities independently and required additional reassurance from instructors. Limited lesson time meant that practical self-rescue scenarios could not be revisited as often as swimming strokes. Instructor observations highlighted that a small number of pupils needed further practice to consistently demonstrate all aspects of safe self-rescue without support.

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	Staff accessed PE-focused CPD through specialist coaches and local training opportunities, increasing their confidence in delivering high-quality PE lessons. Team teaching and modelling by external coaches supported teachers in developing subject knowledge and teaching strategies. Staff feedback indicated increased confidence in planning progressive PE lessons and delivering a wider range of sports and physical activities. Lesson observations showed improved pupil engagement and skill progression across year groups	As a small school, limited staffing and release time made it difficult for all staff to access training opportunities throughout the year. Some staff remained less confident in teaching specific areas of PE, particularly gymnastics, dance and outdoor adventurous activities. Budget constraints restricted the amount of external specialist support available. Staff questionnaires identified the need for further CPD in assessing pupil progress and adapting activities for pupils with additional needs.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	WE provided a range of opportunities for pupils to be physically active throughout the day, including active playtimes, lunchtime sports activities, PE lessons and participation in inter-school competitions. Pupils responded positively to enrichment activities and clubs, resulting in good attendance levels across different year groups. Staff observed increased participation and enthusiasm, particularly among pupils who were previously less active. Pupil voice surveys indicated that children enjoyed the variety of activities on offer and felt encouraged to take part in sport and physical activity**.**	As a small school, pupil numbers limited the range of teams and competitive opportunities available. Attendance at some after-school clubs was inconsistent due to transport arrangements, family commitments and competing activities. A small number of pupils remained reluctant to participate in physical activities and required additional encouragement and support. Monitoring records showed that engagement varied across different groups of pupils, highlighting the need for continued targeted provision to increase participation for all.

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	PE and sport remained a visible and valued part of school life throughout the year. Participation in competitions, sports festivals and celebration assemblies helped to raise the profile of physical activity and sporting achievement. PE achievements were shared with pupils and parents through newsletters, school displays and the school website. Pupils demonstrated positive attitudes towards PE lessons and were eager to participate in both curricular and extracurricular activities. Staff reported that sport had a positive impact on pupils' confidence, teamwork, resilience and overall wellbeing.	As a small school, opportunities to participate in a wide range of competitive events were sometimes limited by pupil numbers and staffing capacity. Competing school priorities occasionally reduced the time available to promote PE initiatives. While participation levels were generally strong, engagement in some events and clubs varied across year groups. Further work is needed to ensure that all pupils, particularly those less confident in sport, are consistently represented and celebrated in school-wide PE activities.
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	We offered a varied programme of PE, physical activity and extracurricular opportunities, including team games, athletics, dance, gymnastics and physical wellbeing activities. Both boys and girls were encouraged to participate in all sports and clubs, resulting in balanced participation across many activities. Pupils were given opportunities to attend sports festivals and competitions, helping them experience a wider range of sports than those offered within the curriculum alone. Pupil voice surveys showed that children valued the variety of activities available and felt included regardless of gender, ability or previous sporting experience.	As a small school, limited pupil numbers sometimes restricted the range of sports that could be offered and the ability to field separate teams. Participation in some clubs and activities continued to be influenced by pupils' individual interests, resulting in uneven uptake across certain sports. Transport, staffing and facility constraints occasionally limited access to external events and specialist activities. Further work is needed to continue broadening opportunities and encouraging all pupils to try unfamiliar sports and physical activities.
5. Increasing participation in competitive sport	Pupils were provided with opportunities to participate in a range of inter-school competitions, festivals and sporting events throughout the year. Participation in competitive sport increased confidence, teamwork and resilience, whilst allowing pupils to represent the school in a positive manner. The school ensured that pupils of different ages, abilities and backgrounds had opportunities to take part. Feedback from pupils was highly positive, and participation records showed strong engagement in competitive opportunities when available. Staff observed increased enthusiasm for PE lessons and extracurricular sport following participation in events.	As a small school, limited pupil numbers affected the ability to enter teams in all available competitions and sometimes reduced opportunities for pupils to experience regular competitive sport. Staffing capacity, transport arrangements and event scheduling occasionally restricted attendance at external competitions. Some pupils were unable to participate due to clashes with other commitments or confidence barriers. Monitoring of participation identified the need to continue increasing opportunities for less active pupils and those new to competitive sport to take part in events and festivals.

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	100% of the children achieved this by the end of year 6	All achieved
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	72% of the children were able to use a range of strokes **effectively**	Some pupils were more confident using one or two strokes and found it challenging to develop proficiency across the full range. Limited pool time meant there were fewer opportunities for individual coaching and stroke refinement. Assessment records indicated that a small number of pupils required further practice to improve technique, efficiency and consistency when using different strokes.
3. Perform safe self-rescue in different water-based situations	100% of the children achieved this by the end of year 6.	Some pupils lacked confidence when completing self-rescue activities independently and required additional reassurance from instructors. Limited lesson time meant that practical self-rescue scenarios could not be revisited as often as swimming strokes. Instructor observations highlighted that a small number of pupils needed further practice to consistently demonstrate all aspects of safe self-rescue without support.

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: Improve participation rates for SEND and disadvantaged pupils by providing targeted activities, removing barriers to participation and ensuring that all pupils can access PE, club and sporting events regardless of need or circumstance.

	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)	-Continue to develop staff confidence and subject knowledge in PE through targeted CPD,coaching support and the sharing of good practice, with a particular focus on inclusive teaching strategies and assessment in PE.	• Ongoing CPD, working along side the sports coaches that we have in school • On going CPD for PE lead to disseminate across the school • PE lead to attend course about how to support SEND children to access PE	• Staff confidence and expertise directly influence the quality of PE provision and pupil outcomes. • High-quality CPD and coaching support will help teachers deliver engaging, inclusive and progressive PE lessons that meet the needs of all learners. • Improved staff knowledge and assessment practices will ensure consistent, high-quality PE teaching and support better progress for all pupils, including SEND and disadvantaged pupils	•Staff confidence surveys and CPD evaluations. •PE lesson observations and monitoring records. •Pupil assessment data and participation records.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	• Staff reported increased confidence in teaching PE and adapting activities for different needs. • PE lessons showed greater consistency, inclusion and pupil engagement. • SEND and disadvantaged pupils participated more confidently and made good progress in PE.	• PE lead continues to disseminate training and good practice across the school. • Ongoing partnership with sports coaches provides continuous professional development opportunities. • Resources, planning and assessment systems can be used and adapted in future years.	• Staff questionnaires and CPD feedback. • Lesson observation records. • Pupil progress data and PE monitoring reports.	

Your objective: Increasing engagement of all pupils in regular physical activity and sporting activities. 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

	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 competitive sport through participation in local competitions, festivals and intra-school events, with a focus on providing opportunities for all pupils, including those who may not traditionally engage in competitive sport	-Enter more competitions within the local area -Enter the football league -Relaunch the football team -Join Dacorum School Sports Network and enter a range of competitions across the year. -Organise staffing of events. -Keep of register of which children attend events, including demographics) - Celebrate achievements at end of term assemblies.	All children will have an opportunity to represent their school in competitions during their time at Westfield. Celebrations of achievements will take place.	• Competition participation records. • Attendance registers for clubs and competitions. • Pupil voice surveys. • Photographs and reports from events. • Assembly records and newsletter articles. • Monitoring of participation data by pupil group.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	-Increased numbers of pupils participated in local competitions and festivals compared with the previous year. -More pupils had opportunities to represent the school across a wider range of sporting activities. -Pupils demonstrated improved confidence, teamwork and sportsmanship when participating in events. -Greater engagement was seen from pupils who had not previously accessed competitive sport. -Sporting achievements were regularly celebrated, helping to raise the profile of PE across the school.	-Membership of the Dacorum School Sports Network will continue to provide access to competitions and festivals. -Competition calendars and contacts have been established for future years. -Staff have developed experience in organising and supporting competitive sporting opportunities. -Systems for tracking participation and targeting underrepresented groups are now embedded. -The relaunched football team and increased sporting opportunities can continue to be developed year on year.		• £2,500 DDSN membership fee • £50 sports kit costs • £100 staff training • **Total: £2,650**

Your objective:

Raising the profile of PE and sport across the school, to support whole school improvement

	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 pupil leadership through sports leaders and playground leaders who can support active lunchtimes, organise activities and encourage participation amongst younger pupils.	• Identify and train a group of Sports Leaders and Playground Leaders from across Key Stage 2. • Provide resources and equipment for leaders to organise and lead activities during breaktimes and lunchtimes. • Hold regular meetings with pupil leaders to plan activities, gather feedback and monitor participation.	• Increased participation in physical activity during breaktimes and lunchtimes. • Improved confidence, communication and leadership skills among pupil leaders. • Greater engagement and inclusion of younger pupils in active play.	• Records of Sports Leader and Playground Leader meetings and training. • Pupil voice surveys and feedback. • Observations of playground activity and participation levels.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	• Pupil leaders confidently organised and led activities for younger pupils. • Increased numbers of pupils engaged in active play during lunchtimes. • Improved behaviour, social interaction and pupil confidence across the playground.	• A new group of Sports Leaders can be trained each year. • Leadership resources and activity plans can be reused and developed annually. • The programme can become an established part of the school's lunchtime provision.	• Pupil and staff feedback. • Playground participation observations. • Sports Leader records and photographs of activities.	• Sports Leader training/resources: **£0** • Playground equipment: **£350** • Leadership materials and rewards: **£0**