

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	At our school, year 4 attend weekly swimming lessons throughout the year at a local swimming pool. Children who are in year 6 and 7 and have not reached the end of KS2 NC requirement for swimming will attend a number of top up swimming lessons during June. In July 2025, 24 out of 31 year 6 children reached the KS2 NC expected level for swimming (77%)	We did not do as many top up swimming sessions as I would have liked in 2024-25 so we have booked in the additional sessions for this year already to ensure that we get the sessions we require. Unfortunately, the 6 children, even after top up swimming lessons, did not achieve the expected KS2 NC level for swimming. These children will be targeted again in 2025-2026 top up swimming lessons.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	77% of year 6 children achieved this. Pupils benefited from weekly swimming lessons delivered by qualified instructors, with additional support provided during top-up sessions.	Whilst 77% of Year 6 pupils achieved the expected standard, 23% were not yet able to demonstrate all three recognised strokes confidently and consistently over the required distances. Limited swimming lesson time across the year reduced opportunities for pupils to refine their technique. Additional top-up swimming lessons have been planned for 2025-2026 to provide further practice and targeted support for those pupils who have not yet met the expected standard.
3. Perform safe self-rescue in different water-based situations	77% of year 6 children achieved this. All children took part in water safety lessons in school prior to starting swimming lessons.	Although 77% of pupils demonstrated safe self-rescue skills, a small number of pupils still require further confidence and practice in applying these skills independently.

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	Last year, as it was my first year in role as PE co-ordinator at St Barnabas C of E First and Middle School, I spent the year getting to know my staff, their needs, the needs of the children whilst developing my own knowledge of the provision and opportunities available in our local area. In my role, I have worked closely alongside Lisa Houghton, our School Games organiser. Here is a list of the CPD that I participated in last year: JG met Lisa Houghton to discuss the sports partnership (1 hour) JG attended virtual sports premium training (1 hour) JG attended FA football training course (3 hours) JG watched the National College 'Embedding a culture of stretch and challenge in school (PE)' (1 hour) JG watched the online LTA Tennis course (2.5 hours) JG attended the Sport Premium Digital Reporting Tool training online (1 hour) JG worked alongside Sport England to deliver a national survey.	Following on from a subject monitoring afternoon in Autumn 2024 and Summer 2025, it is evident that staff feel confident teaching PE using the lesson plans from 'PE Planning' website. In September 2025, during our first subject monitoring afternoon, it was evident that there are opportunities within the PE lesson, where the children can be 'more active'. Next year, 2025-26, I would really like to offer some CPD to staff on ways they can increase the level of activity in PE lessons.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	During 2024-25, myself with the support of my sports leaders, organised a number of regular sporting opportunities to increase pupils' engagement: 'Bike Bus' started to encourage children to cycle to school on a Friday morning Football and Basketball rota set up for lunchtimes Year 5 Bikeability training (one day) Year 7 Bikeability training (over four days) Sporting activities organised at lunchtime in the hall to support pastoral KS2 Get Active Lunchtime Event (November 2024) EYFS and KS1 Get Active Lunchtime Event (18.12.24) Year 3 Get Active Lunchtime event (20.12.24) Promoting the Women's Rugby World Cup and ran two one-off session after school with ex-Scottish International women's rugby player Whole school Colour Run (20.6.25) House rounders tournament (Years 3-7 16.7.25)	Following on from the success of these activities last year, we are going to arrange these activities again. However, the newly appointed sports leaders are going to look into different ways that we can continue to increase engagement of all pupils in regular physical activity.

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	Last year, PE and sport became a tool for getting children involved in physical activity and an opportunity for our children to work in teams and represent their school. A big focus for us last year was around pastoral provision and PE is a great tool for supporting children's physical health and mental well-being. Through pupil voice, it was great to hear that sport was having a positive impact on our children and that they had enjoyed taking part in different sporting events and competitions.	Reflecting back on 2024-25, there was a heavier focus on raising the profile of PE with KS2 and KS3 children. In 2025-26, I would really like to try and focus on raising the profile of PE in KS1 concentrating on increasing activity levels and improving basic fundamental movements in the younger years.
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	Here is a list of activities and events that targeted a specific group of children: KS2 SEND bowling (6 x yr 6) KS3 SEND bowling (5 x yr 7) Yr 7 Girls Can festival (6 x yr 7) SEND Inclusive festival (5 x yr 5 and 4 x yr 7) SEND sensory walk (26 x Yr 7) Year 2 and 3 multi-skills festival (4 x year 3) As you can see, there were a number of opportunities for KS2/KS3 children as well as SEND and girls.	Last year, we did not target the younger children or groups of boys. Therefore, this is something I would like to focus on in 2025-26 as it is important that we are targeting the younger children especially those ones with poor fundamental movements.
5. Increasing participation in competitive sport	Last year, my main aim, coming into a new school, was to provide all children in the school with an opportunity to try something different in PE and give them with an opportunity to represent their school in school sport. Every child in our school, apart from 6, represented the school in at least one inter-sport competition which included Tag Rugby, Tug-O-War, Cross Country, Cricket and Netball.	Last year, we worked with our School Games organiser to attend a number of sporting events. However, we are part of a MAT and so, I would really like to develop our links with some of the local schools in this as well as looking into building relationships with local sporting clubs. This would enable us to provide our children with the pathways for getting involved with sport outside of school. For 2025-26, we have already signed up for the Parkrun Primary School initiative.

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:
 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

<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.	In 2025–26, 89% of Year 6 pupils achieved the expected National Curriculum standard, with two additional pupils reaching the required standard through top-up swimming lessons . The additional swimming provision had a positive impact on pupil outcomes and ensured more children left primary school able to swim competently and confidently.	Although outcomes improved, 11% of pupils did not meet the expected National Curriculum standard by the end of Year 6. Some pupils required more time to develop their confidence and technique than was available within the allocated swimming sessions. These pupils have been identified for additional support where possible, and the school will continue to provide targeted top-up swimming opportunities.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In 2025–26, 78% of Year 6 pupils demonstrated the ability to use a range of recognised strokes effectively. Pupils benefited from high-quality swimming instruction, with many showing increased confidence and improved technique throughout the programme.	Whilst most pupils achieved this standard, 22% were not yet able to perform all required strokes consistently or with sufficient technique. Further opportunities to practise and refine stroke development would benefit these pupils, and targeted swimming support will continue where possible.
3. Perform safe self-rescue in different water-based situations	All pupils participated in water safety lessons alongside their swimming programme, developing their understanding of how to stay safe in and around water. Pupils were taught safe self-rescue techniques and gained an increased awareness of water hazards and how to respond in an emergency. In 2025–26, 89% of year 6 achieved this target.	Opportunities to assess self-rescue skills in a wider range of realistic water-based situations were limited due to the time available during swimming lessons. The school will continue to reinforce water safety through swimming provision and annual water safety assemblies to ensure pupils retain this vital knowledge.

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 (September 2025)	To increase activity levels in our children.	• Introduce a daily “active break” (5–10 mins of movement between lessons). • Increase the range of lunchtime and after-school clubs (e.g. dance, football, yoga, skipping). • Organise inter-house sports competitions each term. • Introduce the Daily Mile in Summer term or a weekly class active challenge. • Encourage staff to model active lifestyles. • Work with the sports leaders to promote pupil-led activity ideas. • Promote Parkruns and organise a school Parkrun • Introduce ideas or tips for teachers on how to increase activity levels in a PE lesson	• More pupils taking part in structured physical activity daily. • Improved levels of engagement and concentration in lessons. • Increased fitness and stamina in PE lessons. • Positive pupil feedback on enjoyment of physical activity.	• Club registers and participation data. • Pupil and staff surveys. • PE assessment records. • Photos and newsletters showcasing events. • Observations of playground and classroom activity. • Attendance at after-school clubs and competitions. • Pedometer readings

Your objective:



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Objective: To increase activity levels in our children.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (July 2026)	Pupils have had regular opportunities to develop their fundamental movement skills through structured play and physical activity throughout the school day. Sports Leaders have successfully led daily lunchtime activities for younger pupils, increasing participation, confidence and enjoyment of physical activity. Older pupils have benefited from access to a range of equipment at breaktimes and lunchtimes, encouraging active play and independence. Whole-school events including the Santa Dash, School Parkrun, a Junior Parkrun takeover event in Evesham and the Colour Run have promoted the importance of leading an active lifestyle. Sports Leaders also created a 'Keeping Active' activity ideas for the Christmas and Easter holidays, encouraging children and families to remain physically active beyond the school day.	Yes. The School Games Crew (Sports Leader) programme is now embedded within the school, with leaders timetabled daily and supported by two members of staff. The resources and equipment available at breaktimes and lunchtimes can continue to be used each year. Annual events such as the Santa Dash, School Parkrun, Junior Parkrun takeover and Colour Run have become established parts of the school calendar and can be repeated annually. The holiday activity packs produced by Sports Leaders can be updated and reused to continue promoting active lifestyles outside school.	*Sports Leader timetables and training records. *Photographs of lunchtime activities, Santa Dash, Colour Run, School Parkrun and Junior Parkrun takeover. *Pupil voice demonstrating increased enjoyment and confidence in physical activity. *PE assessment records showing improvements in fundamental movement skills. *Holiday 'Keeping Active' activity sheets produced by Sports Leaders, see weekly newsletters. *Playground observations showing increased participation in active play. *School newsletters and School social media posts celebrating sporting events. *Participation registers.	£3640

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 (September 2025)	To improve basic fundamental movement skills in our children. To improve children's confidence, coordination, and control through developing fundamental movement skills such as running, jumping, throwing, catching, and balancing. BALANCE in particular as this was a weakness at the subject monitoring afternoon in September 2025.	• Use progressive skill-based warm-ups and mini-games to build agility, balance, and coordination. Introduce SAQ techniques to staff. • Provide additional support sessions or small-group interventions for pupils who need extra practice. Look into introducing Big Moves programme from Leicestershire. • Offer CPD (training) for staff to ensure consistent teaching of FMS. • Involve sports leaders to model and support younger children's skill development.	*Improved performance in core PE activities. • Increased pupil confidence and enjoyment in physical activity. • Noticeable progress in balance, coordination, and control across year groups. • Greater participation in physical activities and games. • Positive pupil and teacher feedback on skill development.	• PE assessment records • Video or photo evidence of skill improvement. • Pupil self-assessments or reflections. • Increased engagement in physical activity during PE and playtimes

Your objective:



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Objective: To improve basic fundamental movement skills in our children.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (July 2026)	This year, pupils benefited from opportunities to develop their throwing, catching and striking skills through coaching provided by Worcestershire Cricket Foundation, where a qualified coach worked with pupils on bowling, fielding, catching and batting techniques. As a school, we hosted a Year 2 and 3 Multi-Skills Festival in the autumn term and an Infant Agility Festival for Reception and Year 1 pupils in the spring term. Both events were organised and led by our Sports Leaders, providing younger pupils with opportunities to develop agility, balance and coordination while also developing the leadership skills of older pupils. These experiences have increased pupils' confidence, participation and enjoyment of physical activity and have reinforced the importance of mastering fundamental movement skills before progressing to specific sports. Developing fundamental movement skills will be a key focus in PE in 2026–27. When the new National Curriculum for PE is released, we will need to update our PE curriculum to ensure that it places a greater emphasis on movement skills rather than sport-specific skills, ensuring pupils build strong physical foundations that align with the updated National Curriculum for Physical Education.	Yes. With the introduction of the revised National Curriculum for Physical Education in 2026–27, fundamental movement skills will become a central focus of our PE curriculum. We will adapt our curriculum to ensure pupils develop strong movement foundations such as agility, balance, coordination, throwing, catching, running and jumping are explicitly taught and progressively developed across all year groups. The Sports Leader programme is now well established, allowing pupils to continue leading festivals and supporting younger children. The resources, lesson structures and assessment materials developed this year will continue to be used and refined as the curriculum evolves.	*PE curriculum review and progression documents. *Photographs and videos from the Multi-Skills and Infant Agility Festivals. *Worcestershire Cricket Foundation enrichment day. * Sports Leader timetables and leadership records. *PE assessment records demonstrating progress in fundamental movement skills. *Subject monitoring notes. *Pupil voice showing increased confidence and engagement. *School newsletters celebrating festivals and coaching sessions.	£4,000

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 (September 2025)	To identify and engage younger, less active children to increase their participation, confidence, and enjoyment in physical activity.	• Use teacher observations, pupil questionnaires, and PE participation data to identify the least active 20% of pupils in KS1 and lower KS2. • Establish a weekly “Get Active” or “Change4Life” club for these pupils, focusing on fun, non-competitive activities that build confidence and fitness. • Train sport leaders to include and support less active children during breaktimes. • Engage parents through newsletters and take-home activity challenges.	• At least 75% of targeted pupils regularly attend one or more structured physical activity sessions per week. • Observed increase in physical confidence, participation, and willingness to try new activities. • Positive feedback from staff, pupils, and parents regarding confidence and enjoyment in PE.	• Tracking data. • Pre- and post-intervention pupil voice surveys. • Staff observation notes. • Photographic evidence of participation in activities. • Comparison of baseline and end-of-year activity tracking data. • Parental and pupil feedback.

Your objective:



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Objective: To identify and engage younger, less active children to increase their participation, confidence, and enjoyment in physical activity.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (July 2026)	Throughout the year, a range of targeted interventions have been introduced to increase participation amongst pupils who are less active, less confident or face additional barriers to taking part in physical activity. A group of year 6 and year 7 pupils participated in the Be You programme, alongside a variety of inclusive School Games events including a KS2/KS3 SEND Festival, SEND Bowling Festival, Panathlon event and a Girls Can event aimed at increasing participation amongst Year 7 girls. These opportunities have helped to improve confidence, enjoyment and engagement in physical activity, whilst ensuring that pupils who may not traditionally access competitive sport have experienced success and represented the school. Staff awareness of barriers to participation has also increased following a CPD session delivered the PE co-ordinator to colleagues at St Barnabas and Rushwick, focusing on the Youth Sport Trust Class of 2035 Report and strategies to improve participation, particularly amongst girls.	Yes. Inclusive practice is becoming embedded within the school's PE provision. The strategies shared during staff CPD will continue to inform lesson planning and extracurricular provision, ensuring activities meet the needs of all pupils. Strong partnerships with local providers and the School Games network will enable the school to continue accessing inclusive festivals and targeted events. The school's ongoing focus on identifying and supporting less active pupils will remain a key priority within the PE action plan. In the summer term, we have been working with Pershore Cricket Club to organise a girls' event and this partnership will continue into 2026-27.	*Registers from the Be You programme and targeted intervention groups. *Parent emails from pupils which were involved with the 'Be You' programme. *Participation data from the Girls Can, Panathlon, SEND Bowling and KS2/KS3 SEND festivals. *Pupil voice demonstrating increased confidence and enjoyment. *Staff CPD materials and attendance records from the staff meeting. *Evidence collected at the Subject monitoring afternoon. *School newsletters, photographs and social media celebrating participation. *School Games participation records.	£863 £1320 £225

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 (September 2025)	To broaden pupils' experiences in sport by providing more opportunities to participate in a wider range of physical activities and represent the school, both within the MAT and at local sporting events.	• Develop partnerships with local sports clubs (e.g. tennis, athletics, gymnastics, rugby, cricket) to deliver taster sessions and workshops. • Organise intra-school and inter-school competitions within the MAT each term. • Create a "represent the school" pathway — encouraging pupils from clubs and PE lessons to progress to school teams. • Provide transport and staff support to ensure that we offer our children as many different opportunities as possible. • Celebrate and promote sporting participation through assemblies, newsletters, and social media. • Track participation to ensure all pupils, including less active ones, have the opportunity to represent the school.	• Increased number of pupils, in comparison to last year, representing the school in sports and physical activity events. • All pupils have experienced at least one new sport or physical activity by the end of the year. • Stronger links established with at least five local clubs or MAT schools. • Improved pupil engagement, teamwork, and pride in representing the school. • Positive pupil voice responses showing greater interest and confidence in sport.	*Tracking participation data • Partnership agreements or correspondence with local clubs and MAT schools. • Event calendars, newsletters, and photos of participation. • Pupil voice surveys and teacher observations. • Data showing increased representation compared with the previous year. • Certificates, reports, or recognition from events and competitions.

Your objective:



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Objective: To broaden pupils' experiences in sport by providing more opportunities to participate in a wider range of physical activities and represent the school, both within the MAT and at local sporting events.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (July 2026)	Activity levels in PE lessons have increased following staff CPD and the introduction of practical strategies to maximise active learning time. Pupils have accessed a wide range of additional sporting opportunities both within and beyond the curriculum, including cross country, tag rugby, football, cricket, rounders, Santa Dash, Colour Run, school Parkrun and a Junior Parkrun takeover event. The rugby day delivered by former Scottish international - Donna Kennedy - inspired pupils across the school and led to increased participation which led to some of our pupils attending her after-school rugby club and then representing our school in a tag rugby competition against other schools. Despite the absence of a designated School Games Organiser (SGO) for part of the year, we proactively sourced alternative competitive opportunities through partnerships with local schools, clubs and community organisations. This ensured that pupils continued to be able to access a range of inter-school competitions and festivals. In addition, ten pupils had the opportunity to be matchday mascots at Worcester Football Club, providing an inspiring experience that promoted enthusiasm for sport and physical activity.	Yes. Staff now have greater confidence in delivering active PE lessons following CPD and the support materials provided. Resources can continue to be used to support new staff. Links have been established with local schools (Bowbrook, TDMS, Rushwick), sports clubs (Worcester Football Club, Pershore Cricket Club, Worcester Cricket Club) and community organisations (Junior parkrun) to provide ongoing opportunities despite changes to the School Games offer. Annual events such as a school Parkrun event and a take over event at a Junior Parkrun, Santa Dash, Colour Run and partnerships with visiting coaches such as Donna Kennedy can be built into the school's PE and enrichment calendar each year. Our School Games Crew (Sports leaders) although they will be a new group of children, will continue to promote physical activity across the school and organise different sporting events throughout the year.	*February 2026 staff CPD and activity guidance information sheet. *Evidence and findings from subject monitoring afternoons in school. *Pupil voice from subject monitoring afternoons. *PE unit teacher assessment records and comments, every unit taught across the school. *Participation registers from sporting after school clubs and competitions. *Pupil voice comments sheets and Microsoft Forms feedback demonstrating increased enjoyment and confidence in PE. *School newsletters and social media celebrating sporting events. *Photographs of competitions, and events such as Parkrun, Santa Dash, Colour Run and a whole school rugby day.	£3,300 £670 £3,160

Overall, every child at St Barnabas has participated in at least one additional sporting opportunity beyond the PE curriculum during the year, helping to broaden experiences, increase participation and promote lifelong engagement in physical activity.