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 focussed 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	The children in Stuart's group (more confident swimmers) would swim several laps within their lessons, taking it in turns so he could really concentrate on their individual technique (4 boys, 2 girls, SEND).	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The swimming teacher (with the more confident swimmers) concentrated on a variety of strokes throughout the academic year with the children in his group (6 children). He modelled and took time to correct errors.	
3. Perform safe self-rescue in different water-based situations	(Didn't see any of this with Primary Blue class).	

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	PE Passport app used by more members of staff which helped increase confidence and guide them on how to teach certain units. Continued use of outside coaches to deliver sessions alongside teachers, particularly Blue Moose Dance group.	We booked CPD sessions for 2 teachers but absence prevented us from attending. The subject leader attended the Lancashire PE conference and fed back to staff, however.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We had lunchtime sports sessions delivered by qualified coaches three days a week last year. Engagement increased as we offered more than just football which is regularly played at lunchtime. Many students attended the Tuesday multi-sports activity who would have not usually participated.	Extra-curricular after school-clubs, although offered, are poorly attended due to the nature of our school. Transport issues meant that only 8 students attended one unit of sessions and another was cancelled as we only had 3 sign up. This is why we book sessions for during the school day so all students can participate.

3. Raising the profile of PE and sport across the school, to support whole school improvement	Our school improvement plan last year including a focus on more extra-curricular activities at lunch time. PE and sport certainly helped in this area with daily sporting clubs including 3 days led by qualified coaches. Our themed days based around judo and yoga as well as our sports day/festival raised the profile of sport in the school further. We have this year increased the PE lesson time for each class as well as introduced PE as an added option for our KS4 classes.	

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 had a broad range of sporting activities taking place during the school year. Students in key stage 3 participated in rock climbing, dance and darts. The whole school engaged in yoga and judo sessions which were very popular. Primary students also had the opportunity to learn to ride balance bikes and scooters. Equipment was also purchased to allow lessons, particularly but not exclusively in primary classes, to include more sensory activities.	
5. Increasing participation in competitive sport	Great Arley have participated in more sports this year due to our funding. We have attended a glow in the dark football competition and boccia competition through Blackpool FC Community Trust. This gave students who do not regularly play in sporting teams a chance to compete against students from different schools. We have also attended boys and girls football competitions as well as a mixed gender tag-rugby competition.	Going forward, I will use PE Passport to further track how many students from different categories have participated in competitive sport. Students from our primary classes have had many opportunities to participate in different sports, but not competitively against students from other classes or schools. Whilst this is not suitable for all of them, there is the opportunity to increase this for next year.

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 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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
Develop lunchtime play provision to increase activity for primary students and leadership skills for KS4 students.	Increased confidence of KS4 students with more responsibility. Increased participation in more structured physical activities for Primary students at break times.	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.	Group discussions with leaders in KS4 choices lessons. Age-appropriate surveys (smiley faces) for primary students to show whether they have enjoyed participating in supervised activities at break time.
Increased engagement in PE for all students.	Students have previously not had enough quality PE time in the timetable and have big gaps with fundamental movement skills.	2.Increasing engagement of all pupils in regular physical activity and sporting activities.	Assessment tool on PE planning app. Discussions through meetings led by PE subject leader.
For students who have a keen interest in PE to participate in extra sessions and work towards accreditation as well as gaining valuable life experiences.	More focused pathway for KS4 students to develop lifelong interest in the subject area. Future careers in the sporting industry.	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.	Discussions with KS4 Curriculum leader and SLT. Student voice – feedback on the subject and what direction they would like to go in in certain areas.

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 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)

Your Objective: Develop Playground Leaders Scheme

	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 primary students and leadership skills for KS4 students.	Sessions as part of our new KS4 choices PE units to teach students how to be playground leaders. Application process for KS4 students. Monitoring by subject leader and playground support staff to ensure safeguarding of all students.	Primary students engaging more with other students, including through physical games and activity. Increased confidence of KS4 students and leadership ability.	Group discussions with leaders in KS4 choices lessons. Age-appropriate surveys (smiley faces) for primary students to show whether they have enjoyed participating in supervised activities at break time.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	For students to have more time dedicated to quality PE teaching and learning.	Added extra session in the timetable so now all students in KS3 and 4 have at least 3 sessions (3 single slots of 45 minutes or 1 double 90 minute and a single 45 minute slot). Subject leader now teaching the majority of PE lessons including some primary PE lessons. Training for all appropriate staff on how to best make use of the PE Passport app including assessment tools.	Improvement in fundamental movement skills especially for primary and lower Key Stage 3 students but also basic skills in KS4. More suitable and meaningful assessment data gathered by all teachers to allow improved planning and learning.	Assessment tool on PE planning app. Discussions through meetings led by PE subject leader.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	For students who have a keen interest in PE to participate in extra sessions and work towards accreditation as well as gaining valuable life experiences.	Introduce choices curriculum for Key Stage 4 students. Scheme of work planned around experiences, opportunities and numerous unit awards appropriate to the students in each group. Timetabled slot each week for extra PE sessions for those students who select the subject as an option.	Students exploring different aspects of PE and sport including more focus on those that they may wish to pursue as a career path. Students achieving certificates as part of their study to raise the profile of PE in the school.	Discussions with KS4 Curriculum leader and SLT. Student voice – feedback on the subject and what direction they would like to go in in certain areas.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

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