



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



Commissioned by



Department
for Education

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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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| <u>Swimming and Water Safety</u> | What went well? Supporting evidence? | What didn't go well? Supporting evidence? |
|---|---|--|
| <p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p> | <ul style="list-style-type: none">- 21% swim competently, confidently and proficiently over the distance of at least 25 metres.- Pupils with prior swimming experience made good progress in the water.- Structured lessons and targeted support enabled some pupils to achieve or exceed the 25-metre standard.- Pupils demonstrated growing confidence/enjoyment in swimming. | <ul style="list-style-type: none">- Only a small proportion of pupils achieved the 25-metre standard, 79% did not achieve the standard.- Where pupils had no prior experience of swimming or inconsistent attendance in previous years, this impacted their ability to achieve the 25-metre distance. |
| <p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> | <ul style="list-style-type: none">- 83% of pupils could demonstrate a variety of strokes effectively, showing good technique.- Some pupils exceeded expectations, highlighting effective teaching.- Pupils developed confidence in using multiple strokes in practice sessions. | <ul style="list-style-type: none">- Further refining the technique for weaker strokes, particularly breaststroke.- Differentiate practice to challenge more able swimmers. |
| <p>3. Perform safe self-rescue in different water-based situations</p> | <ul style="list-style-type: none">- 52% of pupils achieved the expected standard, with 17% exceeding.- Pupils showed awareness of safety rules and confidence in familiar scenarios.- Targeted support allowed some less confident swimmers to participate successfully. | <ul style="list-style-type: none">- Limited number of sessions focused on rescue skills.- Missed opportunities for applying safety skills in varied scenarios. |

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? |
|---|---|--|
| <p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p> | <ul style="list-style-type: none">- Staff confidence has noticeably increased from their starting points, shown through staff voice survey.- CPD and targeted training have improved teaching quality across PE and sporting activities.- ECTs and TAs feel better supported and more competent in delivering PE lessons.- Staff have started to implement new strategies and ideas learned through CPD in their lessons. | <ul style="list-style-type: none">- Capacity to provide ongoing, differentiated CPD to address varying experience levels.- Did not manage to implement peer mentoring or coaching opportunities for less confident staff.- Absence of some staff during CPD training. There needs to be a catch up for those that missed it. |
| <p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p> | <ul style="list-style-type: none">- High levels of pupil participation in clubs, with targeted tracking to monitor who might not usually engage.- Variety of clubs and enrichment activities offered with something for all interests and abilities.- Structured timetabling and HUB provision enabled pupils to access activities in both small group and individual settings.- Positive impact on physical skills development and confidence, particularly in EYFS pupils. | <ul style="list-style-type: none">- Uptake for those that were less active or disengaged.- Lack of implementation of more structured interventions for pupils who attend less frequently, due to capacity. |

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? |
|---|--|--|
| <p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p> | <ul style="list-style-type: none"> - PE and sporting achievements celebrated through assemblies/newsletters/ displays. - Participation in local and national events (e.g., Kabaddi World Cup, cricket “Chance to Shine” program). - Regular updates to governors and leadership team on PE outcomes/initiatives. | <ul style="list-style-type: none"> - Opportunities to showcase pupil achievements across wider school communications (website, social media, local press). - Limited capacity to strengthen links between PE and other curriculum subjects. |
| <p>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</p> | <ul style="list-style-type: none"> - Wide variety of activities offered, catering to different interests and abilities. - Structured provision enabled pupils to access activities fairly, including quieter spaces for those who needed it. - Equal opportunities were provided for boys and girls, with active tracking to monitor participation. - SEND pupils and less confident pupils benefitted from tailored sessions. | <ul style="list-style-type: none"> - Could have utilised pupil voice to identify desired activities and increase uptake. - Limited number of staff to facilitate enrichment opportunities out-of-hours and/or lunchtimes to increase uptake. |
| <p>5. Increasing participation in competitive sport</p> | <ul style="list-style-type: none"> - High levels of engagement in competitive events across a variety of sports. - Pupils developed teamwork, resilience, and sportsmanship through participation. | <ul style="list-style-type: none"> - Pupils who were less confident or less experienced in competitive sports did not partake in sporting events. - Capacity to run intra-school competitions to build confidence before external events. |

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*

| Swimming and Water Safety | What went well? Supporting evidence? | What didn't go well? Supporting evidence? |
|---|---|--|
| <p>1. Swim competently, confidently and proficiently over a distance of at least 25 meters</p> | <ul style="list-style-type: none"> - 44% of pupils achieved the expected standard based on final assessment data. - Pupils with prior swimming experience made strong progress, with several increasing their distance and confidence across sessions (tracked through teacher assessment records) - Structured lessons and targeted support resulted in pupils achieving or exceeding the 25-metre standard, demonstrating clear progress from baseline assessments. - Lesson observations showed increased confidence and engagement, with pupils more willing to attempt longer distances and work independently in the water. - Attendance at swimming sessions remained consistent, supporting continuity in skill development. | <ul style="list-style-type: none"> - Only a small proportion of pupils achieved the 25-metre standard, based on end-of-unit assessment data. - Baseline assessments identified a significant number of non-swimmers or weak swimmers, which limited overall attainment within the available lesson time. - Gaps in prior swimming experience and inconsistent attendance (including missed sessions) reduced opportunities for skill development and progression. <p>Progress tracking showed slower rates of improvement for lower-attaining pupils, particularly in stamina and confidence over distance.</p> |

Aims for the next academic year (2025/2026)



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| <u>Swimming and Water Safety</u> | What went well? Supporting evidence? | What didn't go well? Supporting evidence? |
|---|---|---|
| <p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> | <ul style="list-style-type: none"> - 44% of pupils achieved the expected standard based on final assessment data. - The majority of pupils were able to demonstrate at least two recognised strokes with correct technique during assessments. - Assessment records show some pupils working at or above expected levels, with some exceeding expectations by refining technique across multiple strokes. - Teacher observations highlighted improved coordination and body position, particularly in front crawl and backstroke, over the course of the unit. - Progression was evident between initial and final sessions, with pupils showing improved fluency and control. | <ul style="list-style-type: none"> - A number of pupils were unable to consistently demonstrate correct technique across all strokes, particularly breaststroke, as evidenced in final assessments. - Assessment data shows variability in skill development, with some pupils still relying on basic or inefficient stroke patterns. - Limited lesson time restricted opportunities for repetition and refinement, especially for more complex strokes. - More able swimmers were not always sufficiently challenged, with lesson observations noting a lack of differentiation at times. |
| <p>3. Perform safe self-rescue in different water-based situations</p> | <ul style="list-style-type: none"> - 76% of pupils achieved the expected standard based on final assessment data. - Pupils demonstrated clear understanding of key safety rules, including safe entry/exit and basic self-rescue techniques (seen in lesson assessments). - Targeted support enabled less confident swimmers to participate successfully, with staff guidance helping pupils' complete basic safety tasks. - All pupils were exposed to water safety scenarios, increasing overall awareness even where full competency was not achieved. | <ul style="list-style-type: none"> - A limited number of sessions focused specifically on self-rescue skills, reducing opportunities for pupils to practise and embed these techniques. - Assessment outcomes show a small number of pupils met the expected standard, indicating gaps in understanding and application. - Pupils had fewer opportunities to apply skills in varied or realistic scenarios, limiting their ability to transfer learning. - Teacher observations highlighted lower confidence levels in unfamiliar safety tasks, particularly among less confident swimmers. |

Aims for the next academic year (2025/2026)



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| Aim | Why? | Key Area | Supporting evidence |
|--|--|--|--|
| Empower pupils to lead activities, clubs, and competitions, promoting responsibility, teamwork, and confidence. | Pupil leadership builds ownership, motivation and a culture of active participation across the school. | Raising the profile of PE and sport across the school. | Pupil-led initiatives in other schools increase engagement; current pupil voice indicates desire for leadership opportunities. |
| Strengthen early physical development by improving gross and fine motor skills, spatial awareness, and coordination. | A solid foundation in physical literacy supports lifelong participation in physical activity and future success in PE and sport. | Increasing engagement of all pupils in regular physical activity. | EYFS HUB environment and planned motor activities show positive outcomes, but early intervention can accelerate skill development. |
| Ensure all pupils have equitable access to physical activity, clubs, and competitions, with targeted strategies for underrepresented groups. | Addressing barriers ensures inclusivity and improves health, confidence, and attainment for all pupils. | Offer a broader and more equal experience of sports and physical activities. | Data from last year shows some pupils less engaged in clubs and competitions; targeted tracking is effective in improving access. |

Aims for the next academic year (2025/2026)



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| Aim | Why? | Key Area | Supporting evidence |
|--|--|---|--|
| Use digital tool effectively to monitor pupil skill development, participation and progression across all PE areas. | Data-driven approaches allow precise targeting, effective interventions and clear reporting of outcomes for staff and governors. | Increasing confidence, knowledge, and skills of all staff in teaching PE. | 'Get Set 4 PE' tracking improved swimming and club participation; expanding data use can enhance all PE areas. |
| Create structured pathways from intra-school competitions to local, regional and national events for all pupils, including SEND and less confident pupils. | A clear progression framework motivates pupils, supports skill development, and increases participation and aspiration in competitive sport. | Increasing participation in competitive sport. | Previous engagement in Kabaddi, cricket and other competitions showed positive outcomes; a formal pathway ensures sustained involvement. |

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 (Complete now and monitor) | Empower pupils to lead activities, clubs, and competitions to develop responsibility, teamwork, and confidence. | Introduce pupil PE ambassador roles, provide training and mentoring, allow pupils to plan and run clubs or competitions and support peer-led sessions. | Pupils demonstrate leadership, increased engagement in PE, higher participation in activities, and improved teamwork and confidence. | <ul style="list-style-type: none"> - Number of pupil-led clubs or sessions successfully run and attended. - Observation notes from SLT/PE lead showing pupils effectively leading warm-ups, drills or mini-competitions. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate (Complete in July) | Pupils are confidently leading activities in PE, breaktimes and lunchtimes. Year 5 and 6 pupils show strong teamwork, responsibility and confidence, with increased motivation and enjoyment across sessions. | Yes – pupils have developed leadership skills and positive engagement that can be built on next year through increased responsibility and ownership. | <ul style="list-style-type: none"> - Pupil voice - Participation in clubs and activities - Lesson observations showing pupils leading sessions | |

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 (Complete now and monitor) | Strengthen early physical development by improving gross and fine motor skills, coordination, and spatial awareness. | Expand HUB provision, introduce targeted fine and gross motor activities, structured outdoor sessions and provide staff CPD focused on early physical development. | EYFS and KS1 pupils show measurable improvements in motor skills, confidence in movement and readiness for PE in KS2. | - Assessment data showing measurable improvement in gross and fine motor skills - Learning walk observations showing pupils confidently performing key physical skills. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate (Complete in July) | There is clear progression in physical skills evident across all year groups. EYFS and KS1 show a stronger focus on developing gross and fine motor skills, coordination and spatial awareness, which are then built on effectively in KS2. Pupils, including those with SEND and those less confident academically, are more engaged and able to thrive in PE. | Yes – the structured approach can be continued and refined next year, using feedback from staff and pupils to adapt and strengthen provision further. | - Pupil voice - Staff voice - Assessment data - Lesson observations demonstrating clear progression in physical development. | |

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 (Complete now and monitor) | Ensure equitable access to physical activity, clubs, and competitions for all pupils. | Use targeted tracking (Get Set 4 PE), provide tailored clubs and booster sessions, introduce pupil surveys to identify barriers and offer small group or 1:1 support. | Increased participation rates for target groups, improved physical skills, confidence, and engagement in PE and school sport. | <ul style="list-style-type: none"> - Participation tracking data (clubs, PE lessons, and competitions) showing increased engagement for target groups. - Comparison of participation rates from previous year to current year, showing reduced gaps. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate (Complete in July) | There has been an increase in participation in competitions and school sport. A wide range of pupils, including targeted groups, have represented the school, showing increased confidence, enjoyment and pride. Even pupils who were previously reluctant are now more willing to take part. | Yes – pupils are now more confident to participate, and with increasing opportunities and competitions each year, this engagement can continue to grow. | <ul style="list-style-type: none"> - Number of pupils attending competitions - Pupil voice and staff feedback before and after events. | |

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 (Complete now and monitor) | Use digital tools to monitor skill development, participation and progression for all pupils. | Expand the use of 'Get Set 4 PE' and other digital tracking tools, train staff to input and analyse data, use reports to plan interventions and CPD. | Staff can make data-driven decisions, identify pupils needing support quickly and demonstrate measurable improvements in PE outcomes. | <ul style="list-style-type: none"> - Reports from 'Get Set 4 PE' or other tracking tools showing skills progression, participation, and attainment. - Lesson planning and interventions clearly informed by data analytics. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate (Complete in July) | Teachers are showing increased confidence in delivering PE lessons and effectively adapting activities to meet the needs of all pupils. The use of Get Set 4 PE, including skill videos, has strengthened assessment confidence and consistency, allowing pupils to participate comfortably and progress from their individual starting points. | Yes – staff confidence with the platform continues to grow and Get Set 4 PE will remain a key tool next year to support planning, delivery and assessment. | <ul style="list-style-type: none"> - Assessment data on Get Set 4 PE - Lesson observations - Evidence from lesson planning and preparation. | |

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 (Complete now and monitor) | Create a clear pathway from intra-school competitions to local, regional and national events for all pupils. | Schedule regular intra-school competitions, identify and support talented pupils, provide progression opportunities in local events and include SEND and less confident pupils in competitions. | Higher participation in competitive sport, improved skills, resilience, teamwork and aspiration to compete at higher levels. | <ul style="list-style-type: none"> - Number of pupils participating in intra- / inter-school competitions across the year. - Records showing progression of pupils from internal competitions to local/regional events. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate (Complete in July) | Pupils are showing high levels of enjoyment and engagement in a wide range of competitions. Different groups of pupils, including SEND, are confidently participating, demonstrating improved resilience, teamwork and aspiration. | Yes – pupils' confidence to participate has grown, and with increasing opportunities and new competitions being introduced each year, this can continue to develop. | <ul style="list-style-type: none"> - Pupil voice - Staff voice - Number of pupils attending competitions. | |

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DUNSTALL HILL PRIMARY
PRIMARY SCHOOL PE & SPORT PREMIUM FUNDING (ACADEMIC YEAR 2025/2026)



| <u>INCOMING FUNDING DUE</u> | <u>Payment Date</u> | | £ |
|--|---------------------------|---------------------------------|---------------------------|
| First Instalment Funding Received (Sep 2025 - Feb 2026) 50% | November 10th 2025 | | 9,840 |
| Second Instalment Funding Due (Mar 2026 - Aug 2026) 50% | May 11th 2026 | | 9,840 |
| <u>ANNUAL SPORT PREMIUM FUNDING DUE</u> | | | 19,680 *Per Budget |
| <u>YTD SPORT PREMIUM FUNDING REPORTED (SEPTEMBER 2025 - DECEMBER 2025) - 4 MONTHS</u> | | | 6,560 |
| <u>EXPENDITURE</u> | | | |
| <u>WHO?</u> | <u>WHEN?</u> | <u>WHAT?</u> | |
| Progressive Sports Schools Ltd External Vendor | November - December 2025 | Provision of sports services | 2,940 |
| Educating Kids Outdoors | September - December 2025 | After School Club Forest School | 1,300 |
| <u>YTD SPORT PREMIUM FUNDING EXPENDITURE</u> | | | 4,240 |
| <u>TOTAL SPORT PREMIUM FUNDING REMAINING:</u> | | | 2,320 |
| <u>YTD EXPENDITURE AS % OF YTD FUNDING RECEIVED:</u> | | | 65% |

*Note: Allocations are calculated using the number of pupils in Years 1-6 as recorded on January 2024 Census ("eligible pupils")
 Schools with 17 or more eligible pupils receive £16,000 plus £10 per eligible pupil. Dunstall Hill funding calculated as £16,000 + 368 eligible pupils @ £10 = **£19,680**