



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



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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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<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	High number of children able to swim at least 25 metres by end of Year 6 (93%) Introduction of swimming boosters for Key Stage 1 and Key Stage 2 children to provide targeted intervention, targeted specifically towards those lower-attaining swimmers, disadvantaged pupils and those with SEND. High level of extra-curricular swimming provided through grant (all year groups swim, above national requirement) to maximise pass-rate.	Additional swimming and pool staff required to lessen strain on two STOSS-trained staff and two-NRASC-trained staff.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	High number of children able to use a range of strokes effectively by end of Year 6 (93%) Introduction of swimming boosters for Key Stage 1 and Key Stage 2 children to provide targeted intervention, targeted specifically towards those lower-attaining swimmers, disadvantaged pupils and those with SEND. High level of extra-curricular swimming provided through grant (all year groups swim, above national requirement) to maximise pass-rate.	Additional swimming and pool staff required to lessen strain on two STOSS-trained staff and two-NRASC-trained staff.
3. Perform safe self-rescue in different water-based situations	High number of children able to perform self-rescue (97%) Introduction of swimming boosters for Key Stage 1 and Key Stage 2 children to provide targeted intervention, targeted specifically towards those lower-attaining swimmers, disadvantaged pupils and those with SEND. High level of extra-curricular swimming provided through grant (all year groups swim, above national requirement) to maximise pass-rate.	Additional swimming and pool staff required to lessen strain on two STOSS-trained staff and two-NRASC-trained staff.

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	Teachers' confidence, knowledge and skills of all staff in teaching PE improved through the removal of sports coaches and reintroduction of teacher-led PE for all curriculum PE lessons across the school. Introduction of Aim PE and PE Hub to provide CPD and structure to PE lessons. PE lead delivered training to staff alongside Aim PE to further upskill staff.	Clarity of PE subjects and interconnectedness of schemes to provide full coverage – double gymnastics modules in Autumn term.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Introduced competitive sports on a four-weekly timetable, meaning all children get at least on competitive sports session per month. Attended some external sports events through the Thame Partnership group of schools. Paid for rugby coaching as a club and during lesson time. Swimming for all year groups for 6-8 weeks in Summer 2. Forest school sessions for all year groups for two hours every fortnight.	Reduction in external events from previous year (alongside increase in internal events).

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	Competitive sports sessions conducted on a four-week timetable. Thame Partnership membership allowed access to sporting opportunities.	Further external sporting engagement would be beneficial.
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	BMX and scooter experience days – whole school engagement session followed by class lessons. Bikeability. Rugby coaching. Around the World sports club. PE Hub and Aim PE combination maximises sports engagement.	Parts of the offering have been through clubs (some funded and some paid for), meaning they have not reached all children.
5. Increasing participation in competitive sport	Fortnightly competitive sports provided by external coaches.	Reduction in external events from previous year (alongside increase in internal events).

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Organise competitive sports on a four-weekly cycle.	Increase participation in competitive sports for all year groups to allow all children to access.	2, 3, 4, 5	Conducted throughout the 2024/25 academic year and into the 2026/27 academic year, meaning that all children in the school get to engage with competitive sports at least once every four weeks.
During competitive sports, one teacher will remain with external coaches to further develop PE teaching skill. All teachers will therefore observe at least once session every eight weeks.	Further upskill teachers in PE curriculum delivery and sports delivery.	1, 3, 5	Conducted throughout the year, providing good observational CPD for all staff.
Offer forest school to all classes on a fortnightly basis, allowing an average of one hour per week of outdoor learning.	Maintain high standards for forest school to further strengthen personal development, physical activity and managed risk.	2, 4	Forest school sessions maintained throughout academic year, providing all children with two additional hours of physical activity per fortnight.
Where necessary, utilise payment plans or subsidised costs to ensure that all children are able to attend residential and adventurous activity.	Support families in Years 3 to 6 to ensure all have access to residential and adventurous activity.	2, 4	Subsidised costs were used to support some families in Year 6.
Maintain swimming pool on site to maximise access to swimming lessons.	Maintain offer of swimming across all seven year groups, considerably above and beyond statutory requirements.	Swimming and water safety: 1, 2, 3 Key areas: 2, 3, 4	Swimming pool used throughout Summer 2 with all classes from Foundation to Year 6.

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)	Develop lunchtime play provision for all children, particularly those who are vulnerable, have SEND or are disadvantaged.	Wellbeing committee to introduce structured games. Year 6 children to be assigned as play leaders to encourage purposeful play. Expansion of playground equipment and furniture.	Impact on key areas 2, 3, 4 and 5: increased number of children engaging with physical activity and competitive sports in school.	Playground observations Pupil voice Staff voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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)	Maintain 100% participation in competitive sports for all year groups to allow all children to access.	Organise competitive sports on a four-weekly cycle: Y1/2, Y3/4 (three class split over two weeks), Y5/6. EYFS to engage with competitive sports separately with class team. Increase external sporting competition attendance to provide further opportunities, including the opportunity to represent the school.	Impact on key areas: 2, 3, 4 and 5. Maximised engagement with competitive sports ensures an equitable approach to engagement and participation across the whole school.	Competitive sports observations Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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)	Upskill newly Forest School Leader to ensure high quality Forest School continues.	Identify required training (statutory and non-statutory) Review impact of training in Forest School to ensure that children are receiving a high quality experience.	Impact on key areas: 1, 2 and 4. Highly skilled and competent forest school leader ensures that children are able to experience high quality forest school sessions.	Appraisal Training record Forest School observation
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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)	Maintain offer of swimming across all seven year groups, considerably above and beyond statutory requirements.	Maintain swimming pool on site to maximise access to swimming lessons. Increase swimming pool staffing to increase staff efficacy at poolside. Continue swimming booster sessions to target vulnerable, SEND and disadvantaged children.	Impact on key areas: 2, 3 and 4. Impact on swimming areas of 1, 2 and 3. Expansion of extracurricular swimming provision beyond statutory requirement ensures that high numbers of children leave school meeting the required standard.	At least 90% children to have achieved all three areas by the end of Year 6.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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)	Maintain high standards for forest school to further strengthen personal development, physical activity and managed risk.	Offer forest school to all classes on a fortnightly basis, allowing an average of one hour per week of outdoor learning.	Impact on key areas: 2 and 4. Promotion of engagement with the outdoors and our environment, as well as engagement with our school values. Children provided the opportunity to develop their love of the outdoors and physical activity.	Pupil voice – values, physical activity, love of outdoors Forest school observation
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				