

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

Commissioned by



Department
for Education

Created by



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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	We use Typhoon Swimming Instructors based at The Elms School. They have 4-hour long lessons and they provide assessments after each block of swimming. Y6 – 95% swam competently Y5 – 90% swam competently Y4 – 70% swam competently Y3 – (widths) Y2 – (widths) Y1 – (widths) In all instances progress was identified by qualified instructors and staff attending and supporting.	A small number of pupils did not achieve the expected standard of swimming 25 metres independently. This was due to lack of confidence in the water rather their physical ability. Parents were informed that these individuals would benefit from additional opportunities to practise swimming independently.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The percentage of pupils, as above, used a range of strokes effectively. They were taught stroke technique in front crawl, backstroke, breaststroke and butterfly. This helped them move efficiently through the water. Breathing was controlled and timed correctly allowing a steady pace. They demonstrated good body positioning, keeping legs at the right height to reduce resistance. They showed confidence and stamina by finishing set distances without needing assistance or rest.	The less pupils (those who do not swim outside of school) struggled with consistent breathing patterns. Their stroke rate became less controlled towards the end of each width/length. Breaststroke timing, leg action and breathing are required. They were offered extra sessions by qualified instructors.

- 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.

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	To increase the confidence, knowledge and skills of staff in teaching PE, we prioritised high-quality CPD. Our PE specialist supported key members of staff assigned to PE lessons, cluster orienteering and cricket festivals, clubs and fixtures. We developed subject knowledge, effective teaching strategies, assessment practices and inclusive approaches that meet the needs of all pupils. Through ongoing support and professional learning, teachers gained greater confidence in delivering high-quality PE lessons, leading to improved pupil engagement, progression and attainment. The development of the subject continues to progress. Pupils have made rapid progress with extra one to one and small group support during lessons as and when needed. Regular assessments and moderating across staffing helped to embed practise and enable progression. All members of staff are provided with lesson plans, schemes of work and resources. The quality of PE and sport provision, ensuring all pupils benefit from positive, challenging and enjoyable experiences that promotes lifelong participation and physical activity	Some staff would benefit from further training from the specialist, in specific activity areas (less familiar units of work) to further develop subject knowledge and understanding. Some staff struggle with meeting the needs of SEND and GD pupils. Specific coaching on inclusion opportunities for participation and competition then assessing progress would be of benefit. Opportunities for everyone to observe specialist high-quality lessons is restricted due to time constraints.

2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupils take part in 2 hours of High-Quality PE and outdoor education a week. Pupils are engaged in regular activity and look forward to PE lessons. Our culture is where physical activity is enjoyable, inclusive and part of everyday life, rather than something that only happens during PE lessons. When pupils feel confident, supported and able to choose activities they enjoy, engagement in regular physical activity typically increases significantly. For those pupils with SEND needs, we adapt rules and equipment, provide differentiated challenges and promote all girls' sessions, when necessary. Regular movement breaks are an option for those pupils who struggle. For those who excel, we provide opportunities to lead, take part in specific coaching sessions, invite outside coaches in when available and offer lots of competitive opportunities. These pupils are always signposted out to local clubs and associations. We increase opportunities through active breaktimes and lunchtimes. Our Sports Leaders run sessions every day for the younger pupils to participate in. They have become our inspiring role models. Active play is paramount at Eastnor. Pupils are provided with a timetable for sports and activities every day. This develops movement skills, teamwork and confidence. Increasing engagement of all pupils requires creating an environment where activity is enjoyable, inclusive and valued by	Sports Leader and Sports Council meetings identified requests for a wider variety of equipment and activities. Further pupil consultation could help tailor provision to pupils' interests. PTA have been approached to help support financially. Although we have a strong culture of daily physical activity, participation in regular activity during lunchtimes by a small majority, remains less active. These pupils would benefit from additional targeted opportunities to encourage participation. We would very much like to develop active travel to and from school. However, due to the location of our School, we are not able to provide opportunities for this initiative.
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	the whole school community. A broader range of activities were introduced beyond traditional team sports. These included dance, fitness circuits, handball, yoga, circus skills during lessons and after school clubs. Many take responsibility to umpire, officiate and lead sessions. We have 70% regular attendees. Sports clubs feed into fixtures within the cluster. These cater for everyone that wants to experience competition. We have 95% who want to actively engage in fixtures and tournaments during and after school. We regularly feed into Private schools' friendly fixtures and competitions throughout the year. We take part in cluster events, Pyramid tournaments, county wide rugby and football events and Herefordshire School Games competitions.	
3. Raising the profile of PE and sport across the school, to support whole school improvement	Raising the profile of PE and sport has been a powerful driver for whole-school improvement as it has supported attendance, behaviour, wellbeing, leadership, inclusion and community engagement. PE is linked to developing resilience and character. It supports mental health and wellbeing, increases inclusion and belonging and improves behaviour and attitudes to learning. Our PE and sporting curriculum is used as a vehicle to develop confident learners who are ready to succeed both in school and beyond. We celebrate our PE values (TREDS – Teamwork, Respect, Enjoyment, Discipline)	Whilst PE, sport and physical activity are an integral part of school life, there are further opportunities to increase pupil leadership and provide additional whole-school physical activity events throughout the academic year to further embed and active culture. More opportunities could be made available for the Year 5 and 6 children to offer their own sporting competitions for the younger pupils. KS1 in particular, need opportunities to take part in more Interhouse competitions and whole school events.

and Sportsmanship) in every lesson. Pupils are awarded a shoelace if they show one or all of these values. They look forward to this positive praise every day.

Whole school events such as Sports Day, Interhouse competitions, Orienteering and Cricket Festivals are so successful. Pupils often ask for more. Year 6 Sports Leaders organise Sports Day at ECC every year. They showcase the work they have developed over the year. The lead activities every lunchtime for the younger pupils. JMHS and St Mary's Sports Leaders run our Orienteering and Cricket festivals every year. We have 1,000 pupils attending and more schools asking to be involved year after year. In 2026 we were at full capacity.

Year 5 and 6 pupils organise Friday afternoon playground leaders sessions with Reception pupils. They 'Buddy' up with partners and play specific games they have created. They confidently teach and coach the Reception pupils which embeds so many positive relationships.

Pupil voice impacts the profile of PE and sport. Pupils feel important and take pride in new ideas generated from meetings. House competitions have become part of the competitive programme. Pupils forward to taking part and work hard to retain points.

We work closely with local sports clubs, community coaches, secondary schools

	and National governing bodies who offer expertise, facilities, pathways for pupils and positive publicity. This enhances an increase in participation for all. These include Girls, SEND, GD, disadvantaged and less active pupils.	
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 provide a diverse programme of sports and physical activities which include traditional sports alongside alternative activities. They are rotated throughout the year, so everyone has opportunities to discover new interests and talents. These include competitive and recreational options to keep everyone motivated and enthused. Our curriculum provides participation based on interest rather than gender. All sports are promoted equally to boys and girls. We create beginner, recreational and competitive pathways to suit different abilities and confidence levels. We invited a female 'Great Athlete' cyclist into School to speak and lead sessions. We celebrated her achievements, participation and effort. We look forward to repeating this in 2027. We regularly organise friendly fixtures with neighbouring schools throughout the year. All pupils in KS2 are invited. We invite up to 12 different schools to our cricket festivals at ECC. This year we were full and had a	We aim to organize a fixture every two weeks so that everyone can be included. Where venues have been too far away to travel to, we now arrange our own between ourselves and neighbouring schools. Our aim is to offer KS1 fixtures as regularly as KS2. Obviously, this is restricted due to staffing, transport and time constraints.

	total of 400 pupils playing, with 40 Year 9 and 10 pupils leading the events. For the first time this year we organised an all-girls KS2 cricket festival at CCC. We worked closely with Herefordshire Cricket and had 180 pupils involved. We look forward to hosting it at ECC in 2027. Our Y5 orienteering festival is also well attended with over 150 pupils taking part at Eastnor Castle.	
5. Increasing participation in competitive sport	We have addressed increasing our competition, by making sport more accessible. We organise 4 competitive festivals every year to which the whole of KS2 (100%) attend. We ensure facilities are welcoming and inclusive. We actively signpost pupils out to local clubs, leagues and facilities where they offer quality coaching and mentoring. ECC, for example, encourages beginner-friendly competitive pathways that focus on improvement rather than immediate success. We know have boys and girls playing at County standard in netball and cricket. Six times a year we organise age-appropriate and ability-appropriate intra school competitions which supports increasing participation. We foster a culture that emphasises enjoyment, personal best and teamwork.	There is still scope to provide even more competitive opportunities for younger pupils in KS1 to increase the frequency of fixtures in all sports. We have recently signed up for a Y1 and 2 county football tournament. We will also organise friendly fixtures in the Summer term, when we have space to do so and other schools are interested.

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 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		

Aim	Why?	Key area	Supporting evidence
Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	To further strengthen staff confidence in delivering high-quality, inclusive PE and accurately assessing pupils' progress.	Adapting PE lessons for pupils with SEND and GS, using assessment to moderate and offering inclusive competition. Prioritise specialist CPD training when needed. Staff to work alongside PE specialist during lessons, clubs, fixtures and events.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
Increasing engagement of all pupils in regular physical activity and sporting activities	To encourage less active pupils to develop confidence, enjoyment and positive attitudes towards sport. This will help them participate more regularly and access a wider range of physical activity opportunities.	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.	Increasing engagement of all pupils in regular physical activity and sporting activities
Raising the profile of PE and sport across the school, to support whole school improvement	Signpost more pupils out to local clubs and associations by strengthening links. Support the wider aim of creating a whole-school culture around health, wellbeing and physical activity.	Raising the profile of PE and sport across the school to support whole school improvement.	Raising the profile of PE and sport across the school, to support whole school improvement
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	Encourage all pupils, including SEND and disadvantaged to be more active and have a positive attitude towards sport. Ensure pupil voice is heard and cater as much as possible to those needs.	Increase participation in being more active for all pupils.	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





Increasing participation in competitive sport	Provide pupils younger pupils with more opportunities to experience competition. This will build	Increase participation in competitive sport and opportunities.	Increasing participation in competitive sport
	confidence and positive attitudes towards sport from a younger age.		

Aims for the next academic year (2025/2026)

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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 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)

Example objective shown below is for reference purposes only:

	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 least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective:



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Your Objective:



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Your Objective:



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Your Objective:



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Plan and monitor				
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Evaluate				

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