

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

**St Joseph's RC
Primary School**

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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- 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.

<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	90% of year 6 pupils achieved this target at the end of the year 91.3% of year 5 pupils achieved this target	The pupils who didn't achieve the 25 metres distance still need lots more practice to achieve this target. Year 5 children will continue into next year and parents of year 6 pupils have been informed and encouraged to learn outside of school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	90% of year 6 pupils achieved this target at the end of the year 91.3% of year 5 pupils achieved this target	NA
3. Perform safe self-rescue in different water-based situations	Add 90% of year 6 pupils achieved this target at the end of the year 91.3% of year 5 pupils achieved this target text here	NA

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	External providers working alongside the teachers and teaching assistants to deliver dance and gymnastics weekly sessions through observations, team teaching and constructive feedback, identifying next steps for development. Evidence: Constructive feedback from external providers supported staff in identifying clear next steps for development. Pupils developed improved coordination, balance, flexibility, and confidence throughout the sessions. Lessons were well-structured, inclusive, and accessible for pupils of differing abilities. Positive relationships between staff, pupils, and external coaches created an encouraging learning environment. Staff reported increased subject knowledge and a better understanding of progression in dance and gymnastics skills.	Progression of skills was sometimes interrupted by school events, trips, or changes to the timetable.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All pupils throughout the school were given the opportunity to represent the school in interschools sporting events across Herefordshire. As of July 2025 100% of KS2 pupils had represented the school . Pupil feedback demonstrated positive impact in confidence and well being.	Participation from less active pupils did not increase as much as anticipated despite targeted interventions. Limited parental engagement reduced uptake in some extra-curricular sporting opportunities and 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	100% of KS1 pupils participated in weekly swimming lessons with 83% of them being able to swim 10m by July. 100% of pupils were confident in getting in and out of the water independently at the end of their half term block of swimming. Throughout the year planned sporting events took place to provide opportunities to inspire and encourage a love of sports. Having professional athletes lead these workshops resulted in highly motivated pupils who were eager to participate in the sessions provided.	NA
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	As a result of enhanced provision and increased opportunity to try a wide range of sporting activities, pupils enjoy learning new skills and develop proficiency. There is a greater uptake in pupils trying a wide range of sporting activities longer term, evidenced in extended curriculum activity registers and uptake of clubs and societies. As a result, more pupils enjoy being more physically active for longer. Sporting activities have high status within the school community. The extended curriculum provides opportunities for pupils to 'try out' and develop different sporting activities and skills in a varied range of situations.	NA
5. Increasing participation in competitive sport	Increased participation in competitive sports for pupils. Promoting and developing community cohesion in the local area and beyond through county fixtures. Pupils take ownership and a lead role in the provision of competitive sport across the school.	NA

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	96% of year 6 pupils can swim confidently over a distance of 25 metres	4% of pupils have joined the school mid year and have never been swimming before
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	96% of year 6 pupils can swim confidently over a distance of 25 metres	4% of pupils have joined the school mid year and have never been swimming before
3. Perform safe self-rescue in different water-based situations	96% of year 6 pupils can Perform safe self-rescue in different water-based situations	4% of pupils have joined the school mid year and have never been swimming before

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*

Plan, monitor and evaluate (2025/2026)



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Raising the profile of PE and sport across the school, to support whole school improvement

Increasing engagement of all pupils in regular physical activity and sporting activities

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	
Plan and monitor	To provide high-quality dance lessons that raise the profile of PE, encourage all pupils to engage in regular physical activity, and develop their physical, social, and creative skills.	Use a specialist dance teacher to model effective teaching and inspire pupils. Monitor pupil engagement and gather feedback to ensure lessons are enjoyable and meet the needs of all learners. Support class teachers to develop their confidence and skills in delivering dance through observation and collaboration with the specialist instructor.	Increased participation and enjoyment in PE and physical activity across all year groups. Improved confidence, coordination, balance, and movement skills Increased pupil engagement, particularly among those less likely to participate in traditional sports. Enhanced creativity, teamwork, and self-expression through dance. Greater confidence among staff in delivering high-quality dance lessons. A positive whole-school culture that values physical activity and celebrates pupils' achievements in dance and PE.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils have shown high levels of enthusiasm and engagement during dance lessons. Confidence has increased, with pupils willing to perform, collaborate, and express themselves creatively. Improvements have been seen in coordination, balance, rhythm, and overall physical literacy. Dance has encouraged greater participation from pupils who are less engaged in traditional sports, increasing overall involvement in PE. Staff confidence has grown through working alongside the specialist dance teacher, improving the quality of PE provision. Pupils have demonstrated positive teamwork, resilience, and enjoyment, contributing to a positive attitude towards physical activity across the school.	Yes. The improvements are sustainable because staff have developed greater confidence and expertise by working alongside the specialist dance teacher, enabling them to continue delivering high-quality dance lessons. Dance is embedded within the PE curriculum, ensuring all pupils have regular opportunities to participate. Resources, lesson plans, and teaching strategies can be reused and adapted, while the positive attitudes and enthusiasm shown by pupils help to promote ongoing participation in physical activity across the school.	Pupil feedback Lesson observations Attainment and progress data Spring and summer performance in school to showcase what has been learnt	Dance teacher leading lessons- each term - £8231 Dance teacher providing CPD to staff – Spring term - £1500

Your objective: Increasing engagement of all pupils in regular physical activity and sporting activities

Broader experience of a range of sports and activities offered to all pupils

Raising the profile of PE and sport across the school, to support whole school improvement



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	
Plan and monitor (Complete now and monitor)	To provide all pupils with the opportunity to participate in a wide range of sporting and physical activities, both within the school day and the extended curriculum.	Delivering weekly Forest school sessions to all classes across the school Offering a wide range of extra curricular physical activities including running club, Forest school club, Dodgeball club, football club, Basketball club, Dance club and cricket club.	100% pupils partaking in weekly physical activity Over 80% of pupils partaking in extra curricular physical activity clubs throughout the year Positive pupil feedback demonstrating improved confidence resilience and acquiring new skills.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	New skills being demonstrated in Forest school sessions Pupils' resilience has increased Increase in uptake of extra curricular clubs Due to the wide variety of clubs offered and the promotion of these in the newsletter, this has encouraged other pupils to join.	The improvements will only be sustainable if funding allows us to continue to provide this life skill opportunity within our curriculum to the younger pupils.	Pupil attendance registers for extra curricular clubs Pupil surveys Forest school timetable and observations Weekly school newsletters	Staffing Forest school: £860 Forest school resources: £760 Dance instructors: £1000 Dodgeball resources: £500 Basketball coaches: 500 Total: £3620

Your objective:

Increased confidence, knowledge and skills of all staff in teaching PE and sport.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	
Plan and monitor (Complete now and monitor)	To further develop staff confidence and skills set in planning, delivering and evaluating high quality PE and sports lessons across the PE primary curriculum	Work alongside external providers to strengthen subject knowledge in areas such as gymnastics, dance, games, and athletics. Ensure PE leaders provide coaching, guidance, and constructive feedback following lesson observations and learning walks. Invest in high-quality PE scheme equipment, and resources to support effective lesson planning and delivery.	Greater consistency in the quality of PE teaching and learning across the school. Lessons that are well-structured, engaging, inclusive, and appropriately challenging for all pupils. Improved subject knowledge among teachers and teaching assistants. Increased pupil engagement, enjoyment, and participation in PE and sporting activities. Pupils demonstrating improved physical skills, teamwork, resilience, and confidence. More effective differentiation and adaptation to support pupils with SEND and varying abilities. Staff using assessment effectively to identify progress and next steps in learning.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Completed in May 2026)	External provider support has had a sustainable impact, with staff increasingly able to deliver high-quality lessons independently Staff confidence in delivering PE lessons has increased, particularly in areas such as dance, gymnastics, and games.	The improvements will only be sustainable if funding allows us to continue to provide this life skill opportunity within our curriculum to the younger pupils.	Lesson observations show improved teaching quality, with clearer structure, better pace, and more effective differentiation in PE sessions. Staff voice feedback indicates increased confidence in planning and delivering PE, particularly in gymnastics, dance, and games. Pupil voice responses show higher enjoyment levels and greater enthusiasm for PE lessons and sporting activities. Participation registers for PE clubs and extra-curricular activities show an increase in pupil attendance over time. Learning walks demonstrate more consistent delivery of PE across year groups and stronger use of progression plans. Assessment records indicate improved progression in pupils' physical skills, coordination, and teamwork. External provider reports highlight positive staff engagement and increased independence in lesson delivery.	Planning scheme subscription £700 Staffing £800 Total £1500

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	
Plan and monitor (Complete now and monitor)	To further support pupil involvement in a range of competitive sports and events throughout the school year 2025-2026, including: - School Games - Experience days - Inter-school tournaments - Competitive events	Develop a clear annual calendar of School Games events, inter-school tournaments, and competitive opportunities to ensure all year groups are included. Strengthen links with local schools and School Games organisers to increase access to a wider range of competitive events. Provide targeted opportunities for pupils who are less active or less confident to engage in experience days and inclusive competitions. Offer a broad range of sports across the year (e.g., football, athletics, dance, gymnastics, multi-skills) to engage different interests. Use PE lessons and after-school clubs to identify and prepare pupils for competitive events and team selection. Ensure inclusive selection processes so that a wide range of pupils have the opportunity to represent the school. Develop staff confidence in organising, coaching, and accompanying pupils to events through CPD and shared best practice. Use sports leaders or play leaders to encourage participation and enthusiasm for competition during break and lunch times. Provide transport planning and logistical support to remove barriers to participation in external events. Celebrate participation and achievements in assemblies, newsletters, and on display boards to raise the profile of competition. Engage parents and carers through clear communication about upcoming events and opportunities to support attendance. Work with external coaches and providers to deliver targeted preparation sessions for competitions. Monitor participation data to ensure all groups of pupils are being given equitable access to competitive opportunities. Provide opportunities for intra-school competitions to build confidence before entering inter-school events.	Increased pupil participation in competitive sport across a wider range of year groups and abilities. Greater confidence among pupils when taking part in competitions, experience days, and inter-school events. Improved physical skills, teamwork, resilience, and sportsmanship demonstrated during competitive activities.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Teamwork, communication, and leadership skills are strengthened through regular participation in competitive activities. Pupils develop a stronger sense of pride and belonging when representing the school. Engagement and enjoyment in PE lessons increase, particularly when linked to upcoming competitions and events.	The improvements will only be sustainable if funding allows us to continue to provide this life skill opportunity within our curriculum to the younger pupils.	Records of fixtures and events demonstrate wider participation across year groups and a broader range of pupils involved. Photographic and video evidence from competitions shows increased skill development and positive pupil interaction.	Bus cost £1180.12