

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

Commissioned by



Department
for Education

Created by



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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	23%	The cohort had a high percentage of SEN needs that needed extra support and open another pool for the children with needs. This meant we had to open the smaller pool.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	43%	None of the children in the cohort accessed swimming opportunities outside of their weekly school lesson. Despite being provided with vouchers to support access, parents and carers did not take the children swimming independently. As a result, the children have had limited opportunities to practise and consolidate the skills learned during their school sessions.
3. Perform safe self-rescue in different water-based situations	0%	Due to the high number of children with additional needs within this

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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 all staff in teaching PE and sporting activities, targeted CPD has been embedded within every PE lesson. The sports coach works alongside class teachers, providing in-lesson support, modelling effective practice and offering ongoing guidance to develop subject knowledge and teaching strategies. This approach ensures that professional development is continuous, practical and directly linked to classroom delivery, enabling staff to build confidence and competence while improving the overall quality of PE provision.	Although the sports coach provided CPD for staff, some members still find it challenging to model certain skills, such as those in gymnastics. The Merton scheme of work, however, offers the advantage of instructional videos, which can be used to demonstrate and support these skills for the children. Staff voice has been the evidence of this.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We have prioritised increasing engagement in regular physical activity and sporting opportunities for all pupils. This has been achieved through broadening our PE curriculum, providing a wider range of extra-curricular clubs, and introducing structured physical activities during lunchtime. Targeted support has also been implemented to encourage participation among less active pupils and those with additional	A small proportion of children continue to experience difficulties engaging in lessons. These pupils will receive additional support from the teacher or sports coach. On occasion, peer-to-peer partnerships are also utilized to encourage participation and engagement among less engaged students.

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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	We have raised the profile of PE and sport across the school by promoting its importance in supporting pupils' physical health, wellbeing and overall achievement. High-quality PE lessons, a broad range of extra-curricular opportunities and regular celebration of sporting success in assemblies and newsletters have helped to embed a positive sporting culture throughout the school. Our strong links with Wigan Warriors have further enhanced this provision, with their involvement in Sports Day providing pupils with an aspirational and memorable experience. These opportunities have strengthened community links, increased pupil motivation and reinforced the value of sport as a key driver for whole-school improvement. Wigan Council – have also bee into school and work with EYFS and KS1 re healthy lunchboxes and keeping fit.	Availability of resources often presents a challenge.
4. Raising the profile of PE and sport across the school, to support whole school improvement	We have implemented a PE curriculum that includes, such as dance, gymnastics, rugby, athletics, and alternative games, ensuring that activities	Although these opportunities are offered to students, some do not take advantage of them. Attendance at after-school clubs has increased.

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	At this point (6 months) 7 children have achieved 25 m	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At this point (6 months) 21 children are using a range of strokes.	
3. Perform safe self-rescue in different water-based situations	Not been completed at present	

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Use of our scheme of work: MERTON PE Scheme	A scheme of work in PE ensures all teachers follow the same plan, giving pupils consistent learning. It helps skills develop progressively, supports teachers with planning, and makes it easier to meet curriculum requirements and assess pupil progress.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed Raising the profile of PE and sport across the school, to support whole school improvement	Observations Teacher feedback
Promotion of running lunchtime club and the daily mile.	Promoting a lunchtime running club at lunchtime can work well because pupils are free and can see the activity happening. Seeing others take part can make them more interested and encourage them to join with their friends.	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 Increasing participation in competitive sport	Children's voice Parent voice
Sport leadership team	Using the sports leadership	Raising the profile of PE and sport	Pupil voice through sports

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)	Continue to engage the Wigan Warriors coach in CPD through PE lessons, with a focus on teaching assistants supporting and observing to develop relevant skills.	Regular PE sessions with the Wigan Warriors coach, where teaching assistants actively support and observe. This hands-on involvement will help them build and refine the necessary skills through practical experience and guided feedback.	The desired impact is that teaching assistants will gain confidence and competence in delivering PE by developing practical skills and effective coaching techniques. This will lead to improved quality of PE lessons, enhanced student engagement, and better overall sporting outcomes for the children.	Observation records of teaching assistants actively participating in PE sessions, feedback from the Wigan Warriors coach on their development, reflective logs from TAs, examples of lesson planning or delivery, and records showing improvements in student engagement and skill progression.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	The staff have become more confident in PE sessions after	Add text here	Add text here	Wigan Warriors Coach £ 16,500.00

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)	Year 3 children will be able to complete NCA award unaided after their swimming sessions throughout the year.	The Sport Leader will take charge of the swimming program this year, guiding Year 3 children through their sessions. By the end of the year, students will be able to complete the NCA award independently, demonstrating confidence and competence in their swimming skills.	The desired impact is that Year 3 children will develop confidence, independence, and competence in swimming, successfully achieving the NCA award. Additionally, the program will enhance overall water safety awareness and foster a positive attitude toward physical activity.	Records of Year 3 children's progress throughout the swimming program, such as assessments showing skills development and NCA award completion. Observations from the Sport Leader setting high aspirations, feedback to children on their confidence highlighting to swimming teachers any issues that may arise.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

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)	The Sport Leadership Team will promote sport during lunch by collaborating with peers to develop skills, designing and leading their own drills with other children, and providing feedback to the sports coach.	The Sport Leadership Team will organise regular lunch sessions where they work with their peers to practice and develop sports skills. They will create and lead their own drills, encouraging participation from other children, and regularly report their progress and observations to the sports coach for ongoing support and guidance.	More children taking part in lunch-time sports, while the Sport Leadership Team develops their leadership and coaching skills. Their peers will gain confidence, improve teamwork, and build sports skills, with positive feedback from the sports coach showing the sessions are effective.	Evidence of increased student participation in activities and growing confidence among the Sport Leaders.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The sports leadership team has been busy creating playground circuits for children to participate in. They have even designed their own certificates to award the students who		Add text here	Wigan Warriors Coach and relevant resources needed. £ 16,500.00 + 500.00

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)	Children to access a range of sporting activities in school and out of school. Wigan warrior coaching sessions after school / lunchtime curriculum	Children will be offered a variety of sporting activities both during school hours and after school. Wigan Warriors coaching sessions will be incorporated into the lunchtime curriculum and after-school programs to provide expert training and encourage ongoing participation.	Children take part in a wider range of sports, develop new skills, and build confidence in their abilities. Regular coaching from the Wigan Warriors will increase engagement, improve technique, and encourage a lifelong interest in physical activity.	Participation records from PE lessons and clubs, assessments showing children's skill development, feedback from the Wigan Warriors coach, photographs of sessions.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have been learning new skills in PE and enjoying after-school sports clubs, achieving success. However, some cannot attend the full half-term due to limited parental support with collections.	Add text here	Add text here	Wigan Warriors Coach £ 16,500.00

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)	Wigan Games. Football league. Rugby League. Netball League. Inter school competitions. Wigan Warriors after school clubs.	Organise regular participation in Wigan Games, including football, rugby league, and netball leagues, as well as inter-school competitions. Complement these activities with Wigan Warriors after-school clubs to provide additional coaching and skill development opportunities for students.	Increased student engagement in competitive sports, improved skills and teamwork across football, rugby, and netball, and greater confidence in participating in competitions. Access to Wigan Warriors after-school clubs will further enhance technique, motivation, and a positive attitude toward regular physical activity.	Participation in leagues, competitions, and after-school clubs, match results showing skill development, coach feedback on progress, observations of engagement and teamwork and children's reflections on their confidence, enjoyment, and motivation in sports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete)	Fixtures for Wigan games have been submitted for the Summer term, and WQWS schools	Add text here	Add text here	Mini bus for travel £200.00

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