



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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- 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	29% of the Year 6 Cohort attended Top Up Swimming lessons at the local school, children walked to and from the lessons and were given 3 extra lessons in June and July to improve their swimming percentages. Registers were completed and percentages worked out, an increase of 6% from last year.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	29% of the Year 6 Cohort attended Top Up Swimming lessons at the local school, children walked to and from the lessons and were given 3 extra lessons in June and July to improve their swimming percentages. Registers were completed and percentages worked out, an increase of 6% from last year.	
3. Perform safe self-rescue in different water-based situations	29% of the Year 6 Cohort attended Top Up Swimming lessons at the local school, children walked to and from the lessons and were given 3 extra lessons in June and July to improve their swimming percentages. Registers were completed and percentages worked out, an increase of 6% from last year.	

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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	The School Sport Partnership aims to work with schools to provide CPD support to all staff. The School Sport Partnership's Continuing Professional Development (CPD) Programme runs across the academic year, the content is put together following feedback from staff with courses designed to support staff in teaching PE, sport and physical activity. A face-to-face and virtual CPD Programme was provided this year, following feedback from staff about the benefits and increased accessibility of virtual CPD. The courses ranged from Netball Umpiring, KS2 Quidditch CPD, Inclusion in PE, School Games Mark Workshops, KS1 Active Stars Workshops, 2026 Dance Festival - Exploring Themes and Ideas for KS1 and KS2; KS2 First Pitch Baseball, School Bowls Project - Bowls Buddies Practical Taster Session CPD to Primary Inclusive Dance Course. The Partnership's Specialist Dance Teacher delivered the Dance Curriculum Support Programme working with teachers to develop their teaching of Dance and to further develop their confidence, knowledge and skills in teaching Dance. The Partnership's Curriculum Support Coaching Programme provided school staff with the opportunity to observe professional sports coaches in existing and new sports and activities, including the new Schools Bowls Project, to increase their confidence, knowledge and skills. The PE Network Meetings include a different 'sharing best practice in PE' focus each meeting (one meeting per term) including a focus on the Digital Reporting Form, supporting resources for the PE curriculum including schemes of work and digital platforms, inclusion and sharing how to target the least engaged. The Berkshire PE Conference provided a whole day of CPD where headteachers, PE subject leaders and teachers could choose their areas of focus, aligned with national government agendas for primary and special schools, and these included Planning for the Inclusion of Children with Autism, Girls Engagement, Engaging Seldom Heard Voices, Physical Literacy Toolkit, Dressed to Move and Active Travel. The School Centred Initial Teacher Training (SCITT) programme included a two day PE training course which included a focus on PE Health and Safety, PE National Curriculum, Inclusion in PE, Teaching Dance for KS1 and KS2, Teaching Gymnastics for KS1 and KS2 and observations of PE Practitioners in action. 4 teacher/s trained and attended the following virtual/face-to-face PE courses: 2026 Dance Festival - Exploring Themes and Ideas for KS1 and KS2; KS1 Active Stars Workshop; and School Games Mark Workshop. 1 staff attended the School Centred Initial Teacher Training (SCITT) two day PE Training Course. 1 teacher/s attended the Berkshire PE Conference. 4 teacher/s received support from a Specialist Dance Teacher to develop their dance knowledge and experience via the Dance Curriculum Support Programme. 4 teacher/s received support from a Specialist Sports Coach to develop their PE and sport knowledge and experience via the Curriculum Support Coaching Programme.	

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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?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The School Sport Partnership provides access to a range of different activities for children and young people throughout the year enabling schools to select different pupils for different activities, as well as opportunities to take part in the Curriculum Support Coaching Programme and Dance Curriculum Support Programme. There is a strong emphasis on participation and the introduction of and embedding of initiatives, where whole school participation is encouraged to achieve maximum levels of participation on a regular basis, e.g. Berkshire School Games, National Fitness Day and Time to Focus virtual physical activities, Daily Mile/Active Mile. Whole classes created dances for the Primary Dance Festival, as well as class size entries to the termly Active 60 Festivals with a focus on participation. Completing a KS1 Active Stars Award application and/or a School Games Mark Award application supported the school with their focus on participation. The School Sport Partnership works with schools to establish, extend or fund attendance of sports clubs and activities and holiday clubs, or broadening the variety offered; or support to raise the attainment in primary school swimming. There is a Competition and Event Calendar with some events held on a very competitive basis, including County Level 3 Badged Events, and others requiring schools to target the less active or focus more on active participation rather than ability. Coaching sessions and events have provided targeted activities or support to involve and encourage the least active children. The new Schools Bowls Project this year introduced a new activity for pupils to take part in. The Partnership has worked with schools to adopt the Active Mile initiative and also supported schools to set up sessions which encourage active play at break times and lunchtimes through sports leadership training. The National Fitness Day and Time to Focus virtual physical activities have enabled whole school participation for 10 minutes @ 10am via an online physical activity programme. The Primary Leadership Programme has provided leadership training for children and young people, who in turn have been provided with leadership opportunities at their school and at School Sport Partnership events to inspire others to take part in physical activity sessions. Sharing best practice of ways to engage all pupils in regular physical activity is a focus at each termly Partnership wide PE Network meeting. 4 Primary Leaders trained as part of the School Sport Partnership's Leadership Programme. 360 pupils took part in Virtual Fitness Activities (National Fitness Day - September 2025). 374 pupils took part in Virtual Fitness Activities (Time to Focus - 10 minutes at 10am - January 2026) 340 pupils took part in Virtual Fitness Activities (Time to Focus - 10 minutes at 10am - July 2026)	

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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	Our school is committed to raising the profile of PE and sport, and through working with the School Sport Partnership and accessing the PE, school sport and physical activity initiatives and programmes, a broad and balanced curriculum is delivered engaging our children and young people. Our school has worked with the School Sport Partnership, by attending PE Network Meetings, attending Continuing Professional Development (CPD) training opportunities, attending the Berkshire PE Conference, taking part in competitive activities in school and against other schools, taking part in participation focused events, as part of the criteria towards the School Games Mark Award. This Award has a robust framework for high quality PE, school sport and physical activity and participation for children and young people, a positive experience for children and young people which includes the 60 active minutes agenda and the development of physical literacy, that is recognised by Ofsted. The KS1 Active Stars Award recognises high quality PE, school sport and physical activity as well as participation levels and competitive opportunities for pupils. Our school is kept up to date with national and local initiatives in PE, school sport and physical activity, i.e. by attending the School Sport Partnership's PE Network Meetings as well as national/regional webinars offered by the Association for Physical Education (AfPE) and the Active Partnership (AP) 'Get Berkshire Active' (GBA). The Berkshire PE Conference focused on areas aligned with national government agendas for primary and special schools, including Planning for the Inclusion of Children with Autism, Girls Engagement, Engaging Seldom Heard Voices, Physical Literacy Toolkit, Dressed to Move and Active Travel. The School Sport Partnership is represented on an annual basis at the Borough's Education Leadership Forum (ELF) to help raise awareness and there is strong advocacy from representative Head Teachers who sit on the Partnership's Strategic Management Steering Group. Annual Primary PE and Sport Premium Funding action plan detailing spend and impact is displayed on our school website. Our School Sport Partnership plaque is displayed in school as a symbol of our commitment to supporting high quality PE and school sport provision, and working with others to achieve impact for our children and young people. Application Submitted for KS1 Active Stars Award Silver level achieved for Key Stage 1 Active Stars Award. Application Submitted for School Games Mark Award (national accreditation) (up to 9 July 2026. Deadline for applications is 31 July 2026) Gold level achieved for School Games Mark Award (national accreditation) (Final information available after 31 July 2025). 3 School Sport Partnership PE Network Meetings attended this year.	

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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?
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	The National Fitness Day and the Time to Focus virtual physical activities raised awareness of the importance of regular physical activity and offered whole school engagement in physical activity for 10 minutes at 10am (pupils followed an online physical activity programme which was delivered to the whole school and gave everyone opportunities to be active). The termly Active 60 Festivals provided opportunities for whole classes to participate in a range of physical activities for children to achieve 60 active minutes. Primary New Age Kurling and Boccia was offered through Panathlon and our Invictus festivals to children and young people with Special Educational Needs and Disabilities (SEND) giving opportunities to pupils aged 5-11 years to learn and take part in a new sport. Children and young people were offered a range of sports and activities, from traditional to alternative sports, to take part in through the School Sport Partnership's Coaching Programme during half term blocks of coaching sessions delivered in school. Schools had the opportunity to personalise their choice of coaching/teaching activity by choosing traditional PE curriculum activities, such as Games and Athletics, to reinforce the curriculum or by selecting more alternative style activities to broaden the curriculum, e.g. Foot Golf, Pillo Polo, Archery, Team Gymnastics. The Dance Curriculum Support Programme has run across the year offering schools specialist dance teaching to whole classes across half a term (6 weeks), where schools link dance themes to cross-curricular topics. The Primary Dance Festival provided an opportunity for whole classes to work together over a number of weeks to create a dance to perform at a local theatre in front of an audience of over 400 people. Girls have been targeted through the #LetGirlsPlay Year 4/5 Girls Football event, with over 70 girls signed up to compete at the event, as part of the national campaign to encourage more girls to play football; plus the Year 5/6 Girls Dynamos Cricket Competition, with 120 girls signed up to compete, has prepared girls for high quality competition, however, no attendance data this year due to the extreme weather conditions. The new Schools Bowls Project enabled over 350 pupils across the School Sport Partnership to participate and learn a new activity. 58 children and young people took part in a Coaching Programme with a Specialist Sports Coach. 75 children and young people took part in Dance lessons with a Specialist Dance Teacher. 25 children and young people practiced and performed a dance routine to over 400 people at the School Sport Partnership's Annual Primary Dance Festival.	

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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?
5. Increasing participation in competitive sport	Children and young people participated in a range of competitive sports and festivals, as part of the Annual Competition and Event Calendar organised by the School Sport Partnership, with further opportunities to compete in the Berkshire Level 3 County Badged Events and the Berkshire School Games, as well as linking to local sports clubs. The Annual Competition and Event Calendar included the following events - The Big KS1 Active 60 Festivals (class size entries - Autumn Term), Year 1/2 All Stars Cricket Skills Festivals, Year 3/4 Fliers Netball Festival, KS2 Try It Festivals, Year 3/4 Sportshall Athletics, Year 5/6 Sportshall Athletics, KS2 Invictus Festivals, Year 3/4 Speed Stacking Festivals, Year 5/6 Mini Basketball Festival, KS2 Panathlon Festival (SEND pupils), The Big Active 60 Festivals (Spring Term), Year 2/3 Little Musketeers Fencing Festival, Year 4/5 Little Musketeers Fencing Festival, KS2 Quidditch Festival, Year 3/4 Golfway Skills Festival, Year 4-6 Bowls Buddies Festivals, Year 3/4 Dynamos Cricket Skills Festivals, Year 5/6 Quadkids Athletics, Year 3/4 Tennis Skills (Red Ball) Festival, Year 3/4 Foot Golf Festivals and Year 5/6 Super 6s Touch Rugby Festival. County Level 3 Competitions (Badged Events) included Primary Panathlon, Year 3/4 Sportshall Athletics, Year 5/6 Sportshall Athletics, Year 5/6 Girls Dynamos Cricket, Year 5/6 Miniballers Basketball and Year 5/6 Open Dynamo Cricket. To reflect the targeted approach to increasing participation profiles in schools, a selection of Berkshire School Games events have moved to local invitation as a selection criteria to focus on targeted groups. The Berkshire School Games events included Quadkids Athletics, Boccia, Change 4 Life, Cricket, Fencing, Foot Golf, Golf, KS2 Invictus, New Age Kurling, Touch Rugby, Speed Stacking, SEND Swimming and Tennis. 158 children and young people took part in School Sport Partnership Competitions and Festivals (including Badged Events and Berkshire School Games). 21 children and young people took part in the Berkshire School Games.*	

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	31% of the Year 6 Cohort attended Top Up Swimming lessons at the local school, children walked to and from the lessons and were given lessons from January to June to improve their swimming percentages. Registers were completed and percentages worked out, an increase of 2% from last year.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	31% of the Year 6 Cohort attended Top Up Swimming lessons at the local school, children walked to and from the lessons and were given lessons from January to June to improve their swimming percentages. Registers were completed and percentages worked out, an increase of 2% from last year. Add text here	
3. Perform safe self-rescue in different water-based situations	31% of the Year 6 Cohort attended Top Up Swimming lessons at the local school, children walked to and from the lessons and were given lessons from January to June to improve their swimming percentages. Registers were completed and percentages worked out, an increase of 2% from last year. Add text here	