



PE and sport premium monitoring and tracking form

2026-2027

Commissioned by



Department
for Education

Created by



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 2025/26
- 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 2027 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 2026 to 2027 - GOV.UK](#)

Review of the last academic year (2025/2026)



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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		Swimming for year 4 pupils- Due to the pool being under maintenance and other local pools unavailable, swimming wasn't implemented this academic year for our Year 4 pupils.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		Swimming for year 4 pupils- Due to the pool being under maintenance and other local pools unavailable, swimming wasn't implemented this academic year for our Year 4 pupils.
3. Perform safe self-rescue in different water-based situations		Children received water safety from the RNLI in all year groups

Review of the last academic year (2025/2026)



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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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	LTP + MTP Planning Get Set 4 P.E. CPD for all teaching staff from PH sports Increased confidence in staff delivering PE seen through observation and staff feedback surveys. PE WAGOLL has unified teaching of PE across all areas of the school	Not all staff surveys returned.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Get Set 4 P.E Increased uptake in sporting clubs Variety of sporting clubs and sports available Increased participation local area sporting fixtures More sporting fixtures attended this year Hosted own sporting fixture in conjunction with PH sports and SGO.	Uptake of after-school clubs (value for money) Not always full- revised for this year to ensure clubs are full.

Review of the last academic year (2025/2026)



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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	Get Set 4 P.E. Playground games taught aimed at supporting play during unstructured times Sports Days SEND specific sporting events held and attended.	Share more accolades in whole school assemblies Invite in local sporting heroes e.g. Plates of Possibilities.
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	Play Playground games taught aimed at supporting play during unstructured times Sports Days More sporting fixtures attended this year Hosted own sporting fixture in conjunction with PH sports and SGO. OAA- forest schools, sail for a fiver, orienteering	Pupil premium and vulnerable groups to be targeted more effectively next year through use of trackers.
5. Increasing participation in competitive sport	Intra- and Inter-School Sports Competitions (including finals events) Sports Days Increased participation local area sporting fixtures More sporting fixtures attended this year Hosted own sporting fixture in conjunction with PH sports and SGO.	Transport Transport as a Barrier to events- due to events being too far away and coaches expensive, or local transport not running at allocated time, we were unable to attend some sporting events organised by other schools and SGO.

Aims for the next academic year (2026/2027)



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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	Aiming for 90% of Y4	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Aiming for 90% of Y4	
3. Perform safe self-rescue in different water-based situations	RNLI water safety for all Year groups Aiming for 90% of Y4	

Plan, monitor and evaluate (2026/2027)



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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 (2026/2027)



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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	Develop lunchtime play provision to increase activity for least active groups. KPI 2, 4 and 5.	invest in equipment linked to current PE topics, upcoming events, and children's interests to engage them in sporting play. continue to train and utilise Year 4 Young Sports Leaders, offering further support/refresher training throughout the year to maintain momentum. sports leader to continue to develop their role on the playground and in the community.	A greater variety of physical activities available at lunchtimes for all children. Greater stamina in children when completing physical activity, leading to greater levels of fitness. (Link to My Happy Mind/My Happy Body)	Greater number and a wider demographic participating. Every class to have participated in the Sports Partnership, including our youngest children in PS. Up take of sports leader applications
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your objective: Development of OAA for all year groups to promote and support KPI 2, 4 and 5



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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	Development of OAA for all year groups to promote and support KPI 2, 4 and 5	timetable PE and OAA across the school, using well embedded Get Set 4PE programme. Staff feedback to identify areas of need and timetable opportunities for shadowing and observations.	Increased staff confidence in teaching aspects of PE identified initially through discussion.	Tracking data of all pupils and impact of OAA Pupil voice Staff survey and voice on impact OAA is having in wider curriculum and well being of pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your objective: Work with MAT sports lead to create more opportunities for participation, sharing practice and offer of a range of sports available to support KPI

1, 2, 3



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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)	Work with MAT sports lead to create more opportunities for participation, sharing practice and offer of a range of sports available to support KPI 1, 2, 3	Gymnastics, swimming, tag rugby, football, multi-skill and netball competitions as part of the Wessex Mat and local schools games. CPD with Specialists including MAT sports lead at least every half term. Pupil voice to identify what clubs the children would like to have/try. Utilise specialist sports coaches and links to Sports Partnership across local schools	Greater range of sports clubs being run throughout the year.	Staff delivering PE sessions in a wide range of sports and PE skills, in order to be able to teach the full PE curriculum for their classes. Lessons observed in order to gather evidence. Areas of the playground and school field organised to enable children to independently participate in a range of activities at break and lunchtimes. Increased resources available.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective: To provide greater opportunities for pupils to take place in sporting fixtures and competitions within the local area, to raise the profile of PE across ALL year groups PS-Y4, to support KPI 2, 4 and 5.



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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	To provide greater opportunities for pupils to take place in sporting fixtures and competitions within the local area, to raise the profile of PE across ALL year groups PS-Y4, to support KPI 2, 4 and 5.	Track club data and attendance. Members of Sports Partnership – use their calendar to forward plan events we will attend, travel arrangements and staffing. Create further sporting opportunities for pupils through clubs and term time events, including introduction of new sports into the curriculum.	children in all classes to have experienced a range of sports activities, competitive and non-competitive.	Regular participation in sporting activities for every class outside of breaktimes and PE lessons, run by local partnership, local sports hubs, MAT sports co-ordinator or SGO Information about the number of children including targeted groups participating in extra-curricular sports clubs compared at the start and end of the year.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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