

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

Commissioned by



Department  
for Education

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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       | At the end of the year 72% of pupils could swim confidently.                                        | Some pupils did not attend swimming lessons.                                                                                    |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | Nearly the full 61% of pupils that could swim confidently were also able to use a range of strokes. | Not all of the pupils attending swimming lessons, who were confident swimmers, were able to achieve this by the end of the year |
| 3. Perform safe self-rescue in different water-based situations                               | 60% are able to perform self rescue and get in and out of the swimming pool carefully.              |                                                                                                                                 |

## 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 | <p>Completing monitoring has proven to be successful, as it was clear to see that the teacher's confidence increased when teaching PE.</p> <p>Pupil attainment for PE has risen over the course of the last year and is clearly demonstrating a positive outlook towards lessons.</p>                        | <p>Some CPD has been offered but without an impact on the funding. However this will become more of a focus in 2025/2026.</p> <p>Teacher contributions to sport-related activity were minimal. Hoping to increase this this academic year.</p> |
| 2. Increasing engagement of all pupils in regular physical activity and sporting activities                                                   | <p>Increased opportunities for pupils to engage in sport – Our pupils are now more active and engaged during play and lunchtime than ever before. We have also increased physical activity for all pupils by implementing forest school lessons into the curriculum for a term each year for each class.</p> | <p>Not all pupils are participating in the active opportunities on the playground due to insufficient playground leaders but we will continue with this next year.</p>                                                                         |

## Review of the last academic year (2024/2025)



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YOUTH  
SPORT  
TRUST

| Key areas as outlined in PE and sport premium guidance                                                                                                                    | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | What didn't go well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>3. Raising the profile of PE and sport across the school, to support whole school improvement</b></p>                                                               | <p>Children's successes in PE are celebrated via class dojos and on the school story so that they feel proud. We also have shared good PE news with the parents at the school.</p> <p>The football team did well at the external clubs.</p> <p>We have invited many pupils to free clubs for those who are disadvantaged and SEN which has increased their participation massively and been a big success this year.</p> <p>In addition, participation in trust-wide competitions such as the Golden Gala and Golden Games has been highly beneficial and impactful.</p> <p>We have begun some inter house tournaments at the end of PE sessions each term to promote a competitive environment but fun for the children.</p> | <p>Some of the Sen/disadvantaged pupils were reluctant to attend the wider clubs offered, particularly those aimed at improving participation among low-attendance, even though these clubs were free of charge. This will continue to be promoted next academic year.</p> <p>Teacher involvement in PE has been limited due to teachers not teaching their own PE sessions but next year the class teacher will be teaching their own PE lessons.</p> |
| <p><b>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</b></p> | <p>Focus on ensuring a wider range of sports clubs were available (archery, table tennis, dodgeball and multisports)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Not all pupils are active for 60 minutes a day<br/>The school need to continue to promote the free clubs to ensure that there is enough children attending.</p>                                                                                                                                                                                                                                                                                     |
| <p><b>5. Increasing participation in competitive sport</b></p>                                                                                                            | <p>We had attended inter-house competitions with a focus on those pupils who have little opportunity to participate.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>We would like to continue to increase the number of girls participating in competitions.</p>                                                                                                                                                                                                                                                                                                                                                        |

## 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 the end of the year for 72% of pupils to be able to swim 25m in any stroke.                                      | Children are not all participating in lessons so West Hill are rethinking of how we can better serve the needs of the children to ensure an increase in the percentage of those able to swim 25m. |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | For at least 70% of pupils to be able to confidently use a range of strokes by the end of year 6.                   |                                                                                                                                                                                                   |
| 3. Perform safe self-rescue in different water-based situations                               | At the end of the year for 50% of pupils to be able to perform safe self-rescue in different water-based situations |                                                                                                                                                                                                   |

## Review of the last academic year (2024/2025)



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| Aim                                                                                       | Why?                                                                                                                                                                                                                                                                                                                                                                                                      | Key Area                                                                                            | Supporting evidence                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase participation in external competitions (with a focus on girls and disadvantaged) | The purpose of this initiative is to raise the profile and awareness of sport across the school, inspiring greater enthusiasm and participation among pupils and not just those who are the strongest at PE. We aspire to encourage more girls to take part in sport such as football and include them more in competitions. We are also mindful to include disadvantaged pupils in outside competitions. | Key indicator 5 – to increase participation in competitive sport                                    | We have attended multiple inclusion games which was really enjoyed by the children. A few girls in KS2 have been recommended to Dartford District for trials and we hope to have more girls chosen by 2026-2027. |
| Increase physical activity throughout the school week.                                    | A large proportion of sports funding has been put into increasing activity through the implementation of forest school which has meant a lot more activity for children during the year.                                                                                                                                                                                                                  | Key indicator 1 - Engagement of all pupils in regular physical activity.                            | Pupils voice and photos and discussions with parents via Class Dojos.                                                                                                                                            |
| Increase SEN and disadvantaged involvement in sporting activities.                        | It boosts student motivation, confidence, and pride in their achievements. It is also known to improve academic performance in other lessons.                                                                                                                                                                                                                                                             | Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport. | The number of children attending the free clubs has gone up this year and pupils have spoken about how much they really enjoy the clubs that they are offered.                                                   |

## 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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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                                                                                                                                                                                                                                                                                                     |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b> | Develop CPD opportunities 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                                                                                                                                                                                                                                                                                                            |
| <b>Evaluate</b>         | 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:<br>- Am I involved with games at lunch time - 89% Yes<br>- Do I enjoy lunch time? 97% Yes<br>- Have I joined in with a game with the activity leaders? 100% Yes |                                                                                                                                                                                                                                                                                                                         |

## Your objective: To increase staff participation in PE.



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|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                                  | Implementation - How will you achieve this?                                                                                                                                               | Impact - What do you hope to see?                                                                                                                                    | Supporting evidence                |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | Teachers to teach their own PE lessons from September 2025.                                                                                                                                                                                                                       | Offer CPD for anybody who wants to have any.<br><br>Offer the use of PE Hub lessons so that there is continuity from previous years.<br><br>Assess children's performance on Arbor in PE. | Teacher confidence to increase also a higher attainment of pupils learning. We should begin to see a rise in teacher confidence to attempt new sports or activities. | Pupil voice and lesson monitoring. |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                        | Are the improvements sustainable? How?                                                                                                                                                    | Supporting evidence                                                                                                                                                  | Approx. cost                       |
| <b>Evaluate</b><br>(Complete in July)                 | The staff have indicated through discussions that they prefer to teach their own PE and lessons show good participation across all areas of the PE curriculum. Pupil voice has also demonstrated that children have really enjoyed having their PE taught by their class teacher. | Yes they are sustainable but more CPD would be beneficial with some funding or free courses to help provide this.                                                                         | Discussions with teachers and learning walks for PE.                                                                                                                 |                                    |

## Your objective: To increase the participation for disadvantaged pupils.



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|                                                       | Intent - what is your objective?                                                                         | Implementation - How will you achieve this?                                                                                        | Impact - What do you hope to see?                                                                                                                                              | Supporting evidence                                                         |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | Increase participation in external events and clubs for SEN/disadvantaged pupils.                        | Creating a calendar of upcoming events<br><br>Having time out to organise letters ,team and transport to co mpetitions in advance. | WH aim to attend the vast majority of events that we are invited to for the disadvantaged children but also include disadvantaged children in all competitions where possible. | Evidence of children attending events on our data spend form for 2025-2026. |
|                                                       | What impact have you seen?                                                                               | Are the improvements sustainable? How?                                                                                             | Supporting evidence                                                                                                                                                            | Approx. cost                                                                |
| <b>Evaluate</b><br>(Complete in July)                 | The percentage of children attending competitions and clubs has increased since 2023-2025 significantly. | With the funding to offer free clubs this is sustainable.                                                                          | Registers from after school clubs and events.                                                                                                                                  | £6000                                                                       |

## Your objective: To improve CPD opportunities.



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|                                                       | Intent - what is your objective?                                                       | Implementation - How will you achieve this?                                                                                                                                 | Impact - What do you hope to see?                                          | Supporting evidence      |
|-------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | Teachers need CPD to improve the quality of PE teachers across the school.             | Find and offer staff CPD opportunities for PE including through internal visitors and coach led activities.                                                                 | A better understanding of how to teach PE and improve confidence in staff. | Attendance at dance CPD. |
|                                                       | What impact have you seen?                                                             | Are the improvements sustainable? How?                                                                                                                                      | Supporting evidence                                                        | Approx. cost             |
| <b>Evaluate</b><br>(Complete in July)                 | Some CPD has been taken up but not as much as there could be due to a lack of funding. | This depends on funding offered for PE in 2026-2027.<br>Headteacher is considering how to train teachers with CPD to be able to move the swimming to Dartford Grammar pool. |                                                                            |                          |

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