

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	Not Applicable – Sports Premium was not applicable during the schools first year of opening.	Not Applicable – Sports Premium was not applicable during the schools first year of opening.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

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	Not Applicable – Sports Premium was not applicable during the schools first year of opening.	Not Applicable – Sports Premium was not applicable during the schools first year of opening.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Not Applicable – Sports Premium was not applicable during the schools first year of opening.	Not Applicable – Sports Premium was not applicable during the schools first year of opening.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Not Applicable – Sports Premium was not applicable during the schools first year of opening.	Not Applicable – Sports Premium was not applicable during the schools first year of opening.
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	Not Applicable – Sports Premium was not applicable during the schools first year of opening.	Not Applicable – Sports Premium was not applicable during the schools first year of opening.
5. Increasing participation in competitive sport	Not Applicable – Sports Premium was not applicable during the schools first year of opening.	Not Applicable – Sports Premium was not applicable during the schools first year of opening.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - 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*
 - 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*
 - 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	GVPA to commence swimming lesson 2026-27 (when the first cohort is in Year 3)	GVPA to commence swimming lesson 2026-27 (when the first cohort is in Year 3)
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	GVPA to commence swimming lesson 2026-27 (when the first cohort is in Year 3)	GVPA to commence swimming lesson 2026-27 (when the first cohort is in Year 3)
3. Perform safe self-rescue in different water-based situations	GVPA to commence swimming lesson 2026-27 (when the first cohort is in Year 3)	GVPA to commence swimming lesson 2026-27 (when the first cohort is in Year 3)

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Complete PE's PA assessment.
Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.

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*

Objective: Lunchtime



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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.	- Develop Y2 Pupil Leadership (training programme), new lunchtime supervisor training and whole staff CDP to develop their understanding of games and play. - To purchase a range of supporting equipment. - To frequently plan opportunities to capture pupil voice to understand pupils wants and needs - To implement outdoor play provision such as OPAL. - To paint activities on the playground e.g. Snakes & Ladders	GVPA has a confident and competent group of Pupil Play Leaders that take initiative and create a more active and inclusive playground for all pupils. New lunchtime supervisors and all staff are knowledgeable and are confident to lead/model a range of physical activities which promote the daily movement target. A happier, active and highly inclusive playground meets the needs of all pupils especially the vulnerable groups SEND, EAL, PP and girls.	Pupil voice 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). Weekly monitoring and 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
Evaluate	September 2026 – launch of The Play leaders.			£300

Your objective: Internal Activities



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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)	To resource the annual sport competitions.	Whole School Sports day – June 2026 - Purchase resources to support the event e.g. balls, hurdles, hoops, skipping ropes etc.. - To paint lines on the field for children to use.	Whole school active participation by all children. Children and parents enjoying the benefits of active learning and mini-competitive sports.	Sports Day Evidence: photographs, pupil and parent voice.
	To promote the use of active travel initiatives	Walk/scooter/bike to school campaign To purchase bikes and scooters for all children to access and use.	Timetabled use of scooters and bikes daily for Year R and Year 1.	Photographs Pupil voice Physical Interventions: Cool Kids/Gross motor support.
	To ensure school is fully equipped with PE resources (internal use)	To review the PE curriculum and purchase corresponding PE resources e.g. benches, PE storage (moveable sheds), balls, nets, bibs.	PE lessons are enriched with appropriate resources. Children have access to plentiful resources. Resources are looked after and stored safely.	Photographs PE monitoring Pupil voice PE assessment notebook tracker
	School-based extra-curricular clubs	- Lunchtime or after-school clubs - To run a weekly lunchtime club e.g. football, basketball in which all children can attend on a different day across the week. - Resources to be purchased e.g. football goals, footballs, bibs, basket balls, basketball nets.	- Weekly sporting timetables for a lunchtime club e.g. week 1: Football, Week 2: basketball. - GVPA staff	- Register of attendance - Photographs - Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Every child participated in the non-competitive sports day.	Teachers are using the equipment to support their PE lessons. Sept 26 are being built to store the resources to ensure longevity.	Photographs	£9,459.96

Your objective: External Activities



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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)	To purchase equipment/resources for all children to participate on physical workshops. (external use) *October 2026	- External visits such a scootability to visit school and deliver workshops for the all children in the school day. - To book a Drumba workshop shop for the whole school.	Increase participation in physical activity for all children. Children become more skilled and confident in a range of physical activities.	Participation register (focus on PP/SEND) Photographs Pupil voice.
	To purchase kit for external event (Tamworth Festival) and purchase specific equipment to be able to attend – July 2026.	30 Burgundy t-shirts purchased for the children to wear at the performance in July.	Children look smart, confident and as a team at the Fierte Festival. The children have a strong sense of “belonging”.	Photographs Video evidence
	To facilitate external opportunities (including extra-curricular) for children to enable them to access other sporting activities or specialist sport instruction.	To purchase equipment to enable the extra-curriculum clubs e.g. football posts, basketball posts etc...		
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	30 children performed a dance on Tamworth castle Stage in their GVPA T-shirt.	All children learned the dance for the Fierte Festival but the more reluctant dancers volunteered to perform the dance at the festival including x1 complex needs child.	Photograph/video evidence of the performance.	£600 Drumba £130 T-shirts £8,103 resources for new school.

Your objective: CPD



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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)	To purchase external CPD support to strengthen the teaching and learning of PE at GVPA.	To purchase external training and on-line training courses to strengthen the teaching and learning of gymnastics.	To purchase on-line CPD courses from the PE Hub. To book face-to-face training in the Autumn Term to support new staff joining GVPA.	PE monitoring Staff voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Lessons are progressive and match the National Curriculum objectives. Staff use the scheme for the teaching sequence, vocabulary and assessment. PE lessons are structured. PE assessment data is above average.	- PE Hub scheme used weekly to plan an internal and external PE lesson for each year group. - The afterschool PE coach/provider provide free in-school CPD support using the PE Hub scheme of work	Association of PE subscription purchased (£104) PE Hub Scheme of Work purchased (£294)	£398

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