



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



Commissioned by



Department
for Education

Created by



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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 your 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.

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	100% of the current Y6 children can swim 25m.	68% of the current Y5 cohort can swim a distance of 25m
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	93% of the current Y6 cohort can use a range of strokes effectively.	44% of the current Y5 cohort can perform a range of recognized strokes
3. Perform safe self-rescue in different water-based situations	93% of the current Y6 cohort can perform a safe self-rescue	38% of the current Y5 cohort can perform a safe self-rescue

Review of the last academic year (2024/2025)

34 competitions attended through 2025-26. These include competitions aimed at gifted and talented as well as the least active participants. SEND, disadvantaged and those known to social care prioritised for [participation and attendance as well as those with a talent for a particular

Aim	Why?	Key Area	Supporting evidence																																																																																																														
Increase participation in clubs for target groups across each year group	To offer opportunities to our most disadvantaged and least active children	Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement	<table><tr><th colspan="10">Sports Clubs</th><th>Volunteers</th></tr><tr><th>Number of Pupils</th><th>Boys</th><th>Girls</th><th>SEND</th><th>SEND %</th><th>Boys</th><th>Girls</th><th>Boys</th><th>Girls</th><th>%</th><th>%</th></tr><tr><td>30</td><td>11</td><td>19%</td><td>3</td><td>10%</td><td>12</td><td>18</td><td>22</td><td>72%</td><td>2</td><td>7%</td></tr><tr><td>20</td><td>10</td><td>50%</td><td>3</td><td>15%</td><td>10</td><td>17</td><td>18</td><td>45%</td><td>6</td><td>30%</td></tr><tr><td>28</td><td>15</td><td>54%</td><td>2</td><td>7%</td><td>10</td><td>18</td><td>28</td><td>89%</td><td>2</td><td>7%</td></tr><tr><td>20</td><td>10</td><td>50%</td><td>1</td><td>5%</td><td>10</td><td>15</td><td>15</td><td>75%</td><td>5</td><td>25%</td></tr><tr><td>21</td><td>8</td><td>38%</td><td>3</td><td>14%</td><td>14</td><td>7</td><td>18</td><td>86%</td><td>0</td><td>0%</td></tr><tr><td>10</td><td>10</td><td>100%</td><td>4</td><td>40%</td><td>0</td><td>2</td><td>12</td><td>60%</td><td>2</td><td>20%</td></tr><tr><td>23</td><td>12</td><td>52%</td><td>1</td><td>4%</td><td>12</td><td>11</td><td>17</td><td>78%</td><td>7</td><td>30%</td></tr><tr><td>171</td><td>68</td><td>40%</td><td>18</td><td>10%</td><td>80</td><td>91</td><td>158</td><td>92%</td><td>27</td><td>16%</td></tr></table> 34 competitions attended through 2025-26. These include competitions aimed at gifted and talented as well as the least active participants. SEND, disadvantaged and those known to social care prioritised for participation and attendance as well as those with a talent for a particular	Sports Clubs										Volunteers	Number of Pupils	Boys	Girls	SEND	SEND %	Boys	Girls	Boys	Girls	%	%	30	11	19%	3	10%	12	18	22	72%	2	7%	20	10	50%	3	15%	10	17	18	45%	6	30%	28	15	54%	2	7%	10	18	28	89%	2	7%	20	10	50%	1	5%	10	15	15	75%	5	25%	21	8	38%	3	14%	14	7	18	86%	0	0%	10	10	100%	4	40%	0	2	12	60%	2	20%	23	12	52%	1	4%	12	11	17	78%	7	30%	171	68	40%	18	10%	80	91	158	92%	27	16%
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Increased participation and success in a variety of competitions	Additional lunchtime competitions (10 additional over the week compared to previous year)	Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport Indicator 4 - Broader experience of a range of sports and activities offered to all pupils Indicator 5 - Increased participation in competitive sport																																																																																																															

Sports week – increased participation from all children	To build a sense of community around sports and active participation in movement and competitive/non-competitive opportunities	Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport Indicator 2 - Engagement of all pupils in regular physical activity Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement Indicator 4 - Broader experience of a range of sports and activities offered to all pupils Indicator 5 - Increased participation in competitive sport	Every class 1 activity p/day minimum (5 days p/week) - an increase on previous year Record attendance of local Junior Parkrun Improved confidence in staff and pupils. Parental increase in Sports week attendance (80 parents -24-25/130 25-26) Increased attendance across the school during sports week, photos for newsletters. Week of sports week- 95.6% -v- Broadfield overall- 94.6%
Reduced food waste- 5 bags p/day of food waste, reduce to 4.	Improve healthy eating options as 'fuel for movement'	Indicator 2 - Engagement of all pupils in regular physical activity Indicator 4 - Broader experience of a range of sports and activities offered to all pupils	Parental/pupil lunch attendance increased by 25%
		Indicator 2 - Engagement of all pupils in regular physical activity Indicator 4 - Broader experience of a range of sports and activities offered to all pupils	
Achieve Platinum School games mark	To evidence excellent practice in PE and Sports across the school. Be a leader of good practice	Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport Indicator 2 - Engagement of all pupils in regular physical activity Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement Indicator 4 - Broader experience of a range of sports and	Platinum school games mark achieved July 2026 Achieved through the introduction of the following;

		activities offered to all pupils Indicator 5 - Increased participation in competitive sport	-intra-school sports teams -collaboration with professional teams -sports trips (Manchester Thunder) -small targeted PE groups -student voice -staff modelling active lifestyles -improved and promoted girls' participation
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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*
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Plan, monitor and evaluate (2025/2026)



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Improve outdoor provision for EYFS. Links to opportunities for children to engage in 'risky' play in order to develop empathy, risk taking and resilience. Wet pour surface – quotes to be obtained

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increased time spent outdoors for EYFS including in outdoor provision areas and through Forest school participation.	Resourced and implemented regular forest school sessions. -resource and design new outdoor learning space through Trust grant -timetabled in increased outdoor learning time for EYFS	Increased confidence/gross motor development Increased participation in outdoor learning in EYFS for all children	Spotlights Pupil voice Gross motor data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Increase % achieving attainment in physical development in EYFS 2024-25 (80%) 2025-26- 82% More purposeful learning through play in EYFS outdoor area Scheduled outdoor learning times more regularly. Submitted a bid for works to start on outdoor provision including climbing, construction and water based play for gross motor development. Ofsted- Expected Standard for eYFS- positive commentary around outdoor learning in EYFS	Yes- staffing, timetabling, value placed in outdoor learning, Trust financial support		Purchase of active learning resources in outdoor provision £500

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Your objective: To ensure the PE curriculum is delivered to the best extent using resources and staffing available



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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)	Maintain the experience of children in PE lessons, particularly for those who are less active and have SEND	PE subscription for PE Association and Get Set 4 PE (assessment and curriculum), renewal of PE / lunchtime resources. Target year groups and small group sessions to allow for higher ratios of support in skill development	Improved pupil voice demonstrates positive PE experiences Improve physical literacy experiences and confidence so that children want to participate more and are more active in each PE session-particularly least active and SEND groups	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Positive pupil voice from targeted groups Assessments for PE show positive impact made during PE lessons	Yes- continue curriculum and staffing arrangements		Get Set 4 PE £470.00 (per year - £1400 for 3 year contract) Association for PE £150 for AFPE annual membership. Training courses for staff £500 PE resources including replacements £450 Medals and trophies £200

Your objective: To ensure the number of children participating in clubs continues to increase including numbers of PP, SEND and vulnerable



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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)	Broadfield school clubs to appeal to a high number of children and participation to increase as a result	Social media promotion Clubs on Arbor Pupil voice choice Promotion in class Engagement of parents Intra-school reward points for attendance Promotion through sports assemblies	Increase in number of children attending since previous year Increase in numbers of SEND, PP, vulnerable attending since previous year																																																																																																															
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Evaluate (Complete in July)	<table><tr><th colspan="10">Sports Clubs</th><th></th></tr><tr><th>Number of Pupils</th><th>PP</th><th>PP%</th><th>SEND</th><th>SEND %</th><th>Male</th><th>Female</th><th>GA1</th><th>GA1 %</th><th>Vulnerable</th><th>Vol</th></tr><tr><td>30</td><td>11</td><td>37%</td><td>3</td><td>10%</td><td>18</td><td>12</td><td>22</td><td>73%</td><td>2</td><td></td></tr><tr><td>20</td><td>10</td><td>50%</td><td>5</td><td>25%</td><td>12</td><td>8</td><td>24</td><td>80%</td><td>6</td><td></td></tr><tr><td>28</td><td>13</td><td>46%</td><td>2</td><td>7%</td><td>15</td><td>13</td><td>28</td><td>89%</td><td>3</td><td></td></tr><tr><td>20</td><td>8</td><td>40%</td><td>1</td><td>5%</td><td>12</td><td>8</td><td>15</td><td>60%</td><td>5</td><td></td></tr><tr><td>21</td><td>4</td><td>19%</td><td>3</td><td>14%</td><td>14</td><td>7</td><td>16</td><td>76%</td><td>0</td><td></td></tr><tr><td>15</td><td>5</td><td>33%</td><td>4</td><td>27%</td><td>8</td><td>7</td><td>12</td><td>80%</td><td>2</td><td></td></tr><tr><td>23</td><td>11</td><td>48%</td><td>1</td><td>4%</td><td>12</td><td>11</td><td>17</td><td>74%</td><td>7</td><td></td></tr><tr><td>171</td><td>88</td><td>52%</td><td>18</td><td>11%</td><td>88</td><td>81</td><td>133</td><td>78%</td><td>27</td><td></td></tr></table>	Sports Clubs											Number of Pupils	PP	PP%	SEND	SEND %	Male	Female	GA1	GA1 %	Vulnerable	Vol	30	11	37%	3	10%	18	12	22	73%	2		20	10	50%	5	25%	12	8	24	80%	6		28	13	46%	2	7%	15	13	28	89%	3		20	8	40%	1	5%	12	8	15	60%	5		21	4	19%	3	14%	14	7	16	76%	0		15	5	33%	4	27%	8	7	12	80%	2		23	11	48%	1	4%	12	11	17	74%	7		171	88	52%	18	11%	88	81	133	78%	27		Yes- resource and financial allocation to continue as a priority		Staffing for after school clubs £285 per week x 38 weeks £10,830 Mileage / transport to attend competitions £300
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Your objective: To increase engagement of stakeholders in Sports Week



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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)	Increase the number of parents and children (including vulnerable, SEND and low participation groups) attending sports week	Social media promotion Pupil voice choice Promotion in class Engagement of parents – communication, letters, texts Intra-school reward points for attendance Promotion through sports assemblies and events including parent races/whole school song and dance	Increase in number of children attending since previous year Increase in numbers of SEND, PP, vulnerable attending since previous year Pupil voice demonstrates positive experiences of sports week Number of activities planned in sports week increases	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increase in number of children attending since previous year (5 extra activities x number of children in class) Increase in numbers of SEND, PP, vulnerable attending since previous year Pupil voice demonstrates positive experiences of sports week Number of activities planned in sports week increases (5 additional)	Yes – HLTA for PE appointed Prioritize staffing/resources to ensure continues		£150 inflatable equipment Salary overtime for lunchtime clubs 5 days p/week 5 staff 2 hours p/day £23,250

Your objective: To increase the number of children participating in inter-school competitions



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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)	Increase the number of children participating in inter-school competitions (including vulnerable, SEND and low participation groups)	Social media promotion Pupil voice choice Promotion in class Engagement of parents – communication, letters, texts Intra-school reward points for attendance Promotion through sports assemblies and events including parent races/whole school song and dance	Increase in number of children attending since previous year Increase in numbers of SEND, PP, vulnerable attending since previous year Pupil voice demonstrates positive experiences of sports week Hathershaw cluster, MUFC foundation and Man City Competitions including football, dodgeball, multi-skills, netball)	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increase in number of children attending since previous year Increase in numbers of SEND, PP, vulnerable attending since previous year (16%) Pupil voice demonstrates positive experiences of sports week Hathershaw cluster, MUFC foundation and Man City Competitions including football, dodgeball, multi-skills, netball) participation in all available events	Yes – HLTA for PE appointed Prioritize staffing/resources to ensure continues	Add text here	34 competitions 2 hours p/competition 34x2x£ x3 staff = £3,162

Your objective: To increase the number of children who are able to swim 25m proficiently



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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)	Increase number of proficient swimmers to 25m in Year 4	Additional swimming sessions for previous Year 4 children 16x 15 x 3 hour sessions Increased staffing numbers attending swimming pool with children to support development	Number of swimmers achieving 25m increases from 50% to 68%	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	68% of children achieved 25m proficiency 100% children achieved 'safe rescue' badge	Prioritize staffing/resources to ensure continues		16 children x 3 hour sessions x 15 weeks