



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



Commissioned by



Department
for Education

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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Review of the last academic year (2024/2025)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged

<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 pupils in year 6 can swim 25 metres. Evidenced on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be maintained at 100%. Evidenced on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	92% of pupils in year 6 can use a range of strokes effectively. Evidenced on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	76% of pupils in year 6 can perform safe self rescues. Evidenced on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.

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	PE Hub Scheme (2nd Year of implementation – Cycle A of the LTP) - PE lessons are consistently structured and progressive, with staff showing increased confidence in the planning and organisation of the lessons. Children show skills that specific to sport and understanding of the sports played. Evidence gathered from SLT learning walks Pupil voice shows that children are enjoying their PE lessons and the range of sports they are exposed to. Equipment audits happen termly to ensure we have the correct equipment for each unit.	More opportunity monitor teaching of PE.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Play Leaders and Sports Leaders: Organised sport activity in playtimes – The junior play and sports leaders are confident to set up a range of activities during playtimes and engage the younger children in taking part. This has produced high engagement, skill development, increased confidence, alongside leadership opportunities for our play and sports leaders. Staff have worked with the leaders to select equipment that is appropriate for the activities that they plan. Procedures in place to ensure that they are appropriately stored and checked by staff.	A regular audit of equipment for physical activity needed to ensure that it ready for use and a range of activities can take place. The same procedure needed as used for curriculum resources.

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	Extra-curricular clubs each half term always include at least one based around physical activity. All clubs are over subscribed. Links made with specialist coaches that can support our extra-curricular offer moving forward. School now has a calendar of sporting events and children are keen to get involved. Sport participation is a valued part of school culture and 'sporty' is one of the 26 school values. This is celebrated as part of the weekly headteacher's award. The PTA passport experiences are well supported and key part of life at Appleton Roebuck Primary School. PE and sporting achievements are celebrated in assembly each week.	A very small number of PE/sport based clubs offered to Reception.
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	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: Extra-curricular – Dodgeball, Dance, Football, cricket and cheerleading. Additional workshops on offer through the PTA passport experience days and themed days – curriculum time to engage all pupils – Dance, Wimbledon Day (Tennis), Skipping, Bikeability, cycling days, whole school wellbeing walk.	An increasing number of SEND pupils are needing support through physical activity with the use of sensory circuits.
5. Increasing participation in competitive sport	Pupils have engaged in a range of competitive sports at other schools across the STARMAT. This has helped them to gain experience of the competitive nature of sports. We have increased the number of events attended by KS1 children. These have included athletics and cheer leading. There is a strong uptake of children who want to take part in these events and there is often a reserve list. Children are proud to be part of school teams and keen to get involved.	STARMAT competitions have limits on how many children can attend.

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.

<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	91% of pupils in year 6 can swim 25 metres. Evidenced on Swimphony Swimming assessment tracker based on information and data collected poolside with swimming teacher. Parents audited (July 2025) to show progress in swimming since Year 4. Baseline assessment made in September of Year 6. Top swimming lessons offered to four of our Year 6 children. Three Year 6 children took part. All three achieved this objective.	We want this data to be 100%. The 9% that did not achieve this objective declined the offer of top up sessions due to a fear of water. Evidenced on Swimphony Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	91% of pupils in year 6 can use a range of strokes effectively. Evidenced on Swimphony Swimming assessment tracker based on information and data collected poolside with swimming teacher. Parents audited (July 2025) to show progress in swimming since Year 4. Baseline assessment made in September of Year 6. Top swimming lessons offered to four of our Year 6 children. Three Year 6 children took part. All three achieved this objective.	We want this data to be 100%. The 9% that did not achieve this objective declined the offer of top up sessions due to a fear of water. Evidenced on Swimphony Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	91% of pupils in year 6 can perform safe self rescues. Evidenced on Swimphony Swimming assessment tracker based on information and data collected poolside with swimming teacher. Parents audited (July 2025) to show progress in swimming since Year 4. Baseline assessment made in September of Year 6. Top swimming lessons offered to four of our Year 6 children. Three Year 6 children took part. All three achieved this objective.	We want this data to be 100%. The 9% that did not achieve this objective declined the offer of top up sessions due to a fear of water. Evidenced on Swimphony Swimming assessment tracker based on information and data collected poolside with swimming teacher.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
To continue to embed the PE Curriculum through the second cycle of planning using PE Hub.	We have completed the first two year cycle. It is essential that we now embed the curriculum and build staff confidence through familiarity. To ensure all children are participating in two hours a week of high-quality PE every week.	Linked Indicators: 1 – Increased staff confidence, knowledge and skills 2 – Engagement of all pupils in regular physical activity 3 – Raised profile of PE and sport 4 – Broader experience of a range of sports	SLT learning walks Lesson observation reviews Pupil voice.
To continue to engage pupils in regular physical activity and a wide range of organised sports.	Increase the children's physical activity across the school curriculum, our extra curriculum offer and during playtimes.	Linked Indicators: 1 – Increased staff confidence, knowledge and skills 2 – Engagement of all pupils in regular physical activity 3 – Raised profile of PE and sport 4 – Broader experience of a range of sports	Observation of lunchtime activities. The children's in extra-curricular clubs. Pupil Voice
To engage pupils in a wide variety of competitive sports with other schools across the Yorkshire Learning Trust and the wider community.	Give children the opportunity to participate in competitive sports with their peers this will promote good sportsmanship, celebrate their abilities in sport and allow for successes to be celebrated.	Linked Indicators: 2 – Engagement of all pupils in regular physical activity 3 – Raised profile of PE and sport 4 – Broader experience of a range of sports 5 – Increased participation in competitive sport	Involvement in a wide variety of different sporting events across all age groups.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
To provide Year 6 pupils swimming top sessions, to increase the number of Year 6 being able to confidently swim.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term. This a vital life skill.	Linked Indicators: 2 – Engagement of all pupils in regular physical activity 3 – Raised profile of PE and sport 4 – Broader experience of a range of sports	Swimming assessment reports and data.
To support SEND pupils in physical activities linked to sensory circuits.	Setup a sensory circuit area in the school hall so that pupils are equipped with what they need and can use physical activity to aid regulation.	Linked Indicators: 2 – Engagement of all pupils in regular physical activity	SEND and other pupils accessing the sensory circuit area to support their regulation. Children to access his provision as part of their Provision maps.

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*

Your objective: To continue to embed the PE Curriculum through the second cycle of planning using PE Hub.



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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 continue to use planning suitable for mixed classes and embed this through the second cycle of planning- PE Hub.	Purchase PE Hub for the academic year 2025-2026. Ensure Complete PE annual membership is paid to ensure teachers can access high quality planning and supporting resources. PE equipment to be audited against cycle A of the long-term plan. This ensures that we have correct equipment for cycle A. Provide drop-in sessions for teachers with any questions around cycle A.	High quality teaching across all age groups. Staff confidence built in their teaching. Use of resources and planning from the PE Hub allowing regular updates and teachers to have the most up to date planning and examples from the online hub. Further equipment to be purchased to support the teaching of cycle A.	Staff confidence pupils' attainment lesson observation reviews pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are actively involved in PE lessons and you can see their enjoyment in their sessions PE lessons are consistently structured and progressive, with staff showing increased confidence in the planning and organisation of the lessons. In lessons children show skills that specific to sport, show understanding of the sports that they are playing.	Staff are now all confident and competent to teach all areas of the curriculum. Continued CPD can come from sharing good practice in school and using PE Hub. Staff bank of videos and references for unit of planning on the PE Hub	Staff confidence pupils' attainment lesson observation reviews pupil voice	Subscription to the PE Hub - £446.25 Updated Resources - £1325.81 Total: £1772.06

Your objective: To continue to engage pupils in regular physical activity and a wide range of organised sports.



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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 children's physical activity across the school curriculum, our extra curriculum offer and during playtimes.	Develop play leaders from the Y5 and Y6. Lunch time staff to support play leaders. Range of equipment to be used at lunchtimes. Equipment for after school clubs. Purchase of sports resources and appropriate storage to ensure longevity of resources. Ninja Skipping day and skipping ropes for the playground.	A confident and competent group Play leaders who initiate physical activity on the playground for all pupils. Staff leading a range of physical activities .A happier, more active playground that meets the needs of all pupils. Extra curriculum offer allowing children to take part in different sports and physical activity.	Observation of lunchtime activities. Increased uptake children's in extra-curricular clubs. Pupil Voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Play leaders are introducing physical activity during lunch times. Staff are growing in confidence at encouraging play leaders to initiate and facilitate physical activity, A wider range of equipment is available for the children to use at playtimes and as part of extra-curricular clubs.	Sports resources and appropriate storage purchased to ensure longevity of resources. Offer sports based extra-curricular clubs after school. Continue the PTA experiences passport with annual physical experience for all children in school. Ensure the cycling day is booked in line with our 2-year cycle. All children in school to receive a session on bike training in the academic year 2025 – 2026. Skipping ropes purchased for the playground so skipping skills can continue to improve and this will increase physical activity.	Resources available and being used for physical activities. Extra-curricular sessions offered with many over subscribes. The PTA experiences passport shows the activities which have taken place. Confidence in cycling visible as they arrive at school confidently riding bikes and scooters.	Staff supporting play leaders - £5000 Cycling Activities - £1080 Skipping Ninja - £695 Passport sporting events - £18.77 Equipment - £3256.41 Scrapstore Equipment - £2272.63 Total - £ 12,282.81

Your objective: To engage pupils in a wide variety of competitive sports.



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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 engage pupils in a wide variety of competitive sports This will include competition with schools across the Yorkshire Learning Trust, the wider community and in school competitions such as sports day.	PE lead to take part in the Yorkshire Learning Trust PE lead network in order to plan a program of activities and ensure regular communication of the events being run. Celebration of achievements and participation of sports in celebration assembly.	Children are given the opportunity to participate in competitive sports with their peers this will promote good sportsmanship, celebrate their abilities in sport and allow for successes to be celebrated.	Competition formats and planning for our school and sports day. Competitions booked into the school calendar.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have taken part in a range of different sporting competitions including: table tennis, cricket, tennis and cheerleading.	Competition will be continued with Yorkshire Learning Trust. PE lead to the PE leaders network to ensure that there continues to be competitive events in the trust. Look other forms of competition to take part in.	Competition formats and planning for our school and sports day. Competitions booked into the school calendar.	Expenses for taking part in competitions - £496 Expenses for the sports day competitions - £184.33 Total - £680.33

Your objective: To provide Year 6 pupils swimming top up sessions, to increase the number of Year 6 being able to confidently swim.



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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 provide Year 6 pupils swimming top sessions, to increase the number of Year 6 being able to confidently swim	Re-visit the swimming achievements of the Year 6 cohort in Year 4 (when last attended swimming with school) and contact parents to see their swimming skills against the national curriculum objectives. Sign up Children who did not achieve at least one of the national curriculum objectives and assess these children. Use the assessments to see which children will require swimming lessons throughout the Autumn term.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term.	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	At the end of year 5 2025, 64% of pupils could achieve all 3 curriculum requirements. Now in July 2026, these pupils are year 6, and 91% of year 6 pupils have achieved the curriculum requirements at the end of KS2.	The school are committed to raising the required funds for top up swimming going forwards.	Swimming assessment reports and data.	Top up swimming and transport - £1755 Total - £1755

Your objective: To support SEND pupils in physical activities linked to sensory circuits.



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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 support SEND pupils in physical activities linked to sensory circuits.	Setup a sensory circuit area in the school hall so that pupils are equipped with what they need and can use physical activity to aid regulation.	Support SEND and pupils can access sensory circuits as part of their provision map.	SEND and other pupils accessing the sensory circuit area to support their regulation. Children to access this provision as part of their Provision maps.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have sensory circuits listed on their provision maps and are able to access this provision. Some KS2 children are able to use this provision to self regulate.	Each year the resources will audited to assess if the equipment still matches the needs of our pupils and updates will be made as required.	SEND and other pupils access the sensory circuit area to support their regulation. Children have access this provision as part of their Provision maps.	Equipment - £409.80 Total - £409.80

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