



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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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	91% of Y6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres after top up intervention lessons for targeted pupils.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	83% of Y6 pupils could use a range of strokes effectively after top up intervention lessons for targeted pupils.	
3. Perform safe self-rescue in different water-based situations	83% of Y6 pupils could perform a safe self-rescue in different water-based situations after top up intervention lessons for targeted pupils.	

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Capacity and capability of staff (leadership, teaching and support staff) improved through access to CPD delivered by Sporting Influence (SI) staff. Senior leaders access regular strategic planning meetings with SI SLT; middle leader (PE lead) engages in ongoing CPD throughout the year, including regional seminars and best practice networks at least 4 times a year, in addition to weekly reviews with SI lead in school; and teachers & TAs all have access to CPD weekly through modelled lessons where planning is adapted to meet the needs of all pupils. We have developed a programme which allows all pupil-facing staff in school to access this CPD support through a combination of class lessons, intervention programmes or professional development meetings/networks, in addition to inter school sports which are led alongside (not instead of) SI coaches. The result of this programme is a more sustainable improvement in staff skills and knowledge which benefits pupils now and in the future. PE lead monitoring of PE teaching evidences improvements in PE monitoring from 2023/24 to 2024/25 are clear e.g. previous 'lack of clarity in sequence of planning' has been replaced with 'clearly sequenced lessons which are adapted to meet the needs of all pupils'. Previously identified questioning of 'How is behaviour effectively managed in PE lessons? What positive strategies are employed? Are expectations high enough?' have been replaced by identification of 'effective modelling and recognition of positive sporting values aligned with the school's vision and ethos highlight desirable engagement and behaviour by the vast majority of pupils'.</p>	<p>Ensure all staff have access to CPD – plan for all year groups to access SI provision in 2025/26.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>'Zoning' the playground and providing access to equipment which encourages 'quality' physical activity has visibly increased the physicality of pupil 'play' at break times. Pupil 'Zone Rangers', trained by the PE lead, model active play and encourage all ages of pupils to participate. Zone Rangers are able to give reflective pupil feedback which informs future planning of this provision and allows leaders to better understand pupil voice. MSAs who are also TAs (17 of 19 TAs) access quality CPD via Sporting Influence coaches allowing them to engage with pupils' active play with improved knowledge and understanding of the linked PE skills on a daily basis.</p> <p>Whole class engagement in the Trinity Trot ensures daily physical activity. Pupils and staff engage in at least 10 minutes of physical activity by walking or running the Trinity Trot each day.</p> <p>The PE lead organises the Walk to School initiative, actively publicising with parents and children and organising class competitions to encourage as many pupils as possible to walk/bike/scooter to school. Provision for pupils to 'park' their bikes and scooters has enabled these to be left securely which has in turn encouraged parents to utilise this provision.</p> <p>The development in pupil engagement in PE lessons has been both visible in formal and informal monitoring and recognised by Sporting Influence (SI) staff: the SI lead in school recognised the 'vast improvement in pupil engagement in lessons and improvement in skill and sporting values. Pupils are making more progress as a result and vulnerable pupils who once refused are participating for full lessons.' This improvement has been sustained and can be observed in PE lessons throughout the week when delivered by a range of school staff.</p> <p>The programme of gross motor skill intervention has been successful and its sustainability is visible. TAs are supporting SI coaches and physiotherapists in order that the provision can be replicated throughout the week and for a wider range of pupils. Staff use this to support pupil engagement in PE lessons and at break times. Barriers which were in place for pupils are being removed by high quality provision.</p>	<p>Ensure pupil voice fully informs the design of the playground provision.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	Next Steps
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Whole school initiatives and events e.g. Mini marathon, well-organised Sports Day, inclusive sports events, striking games day, dance festival, girls' football competition, golf day – all planned via an enrichment map throughout the year – have broadened the range on offer to our pupils. This has included a wide range of activities and sports provided both in school and via inter school events. Displays in school e.g. Zone Rangers / pupil participation in sport groups outside school / staff engagement in sport outside school raise the profile and encourage pupil to talk about PE and sport. Access to funded swimming lessons for those pupils who are not able to meet national expectations has proved most beneficial. This is now carefully tracked via the leisure centre's instructor assessment system so that we can monitor pupil progress effectively and not rely upon accompanying staff or parental assessment of pupil swimming ability. As a consequence, we have been able to target those pupils who need additional intervention and plan a programme to meet their needs (via the main swimming provision in Y3 and then again in the final term for those in Y6). This year, this has resulted in improved pupil swimming outcomes: percentage of pupils in Y6 able to swim 25 m – 91% 2024/25 vs 69% 2023/24. This way of delivering this provision will continue.</p>	
<p>5. Increasing participation in competitive sport 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</p>	<p>Access via inter school competitions & reaching finals via mass participation events – including access to external resources beyond what school are able to internally provide (e.g. full football pitches, swimming pools, qualified referees). The access to these events is tracked by the PE lead to ensure broad access by pupils. Events targeted at a range of pupils, including specific groups, to ensure breadth of participation e.g. girls' football competitions.</p> <p>Increasing number of pupils bringing into school recognition of their participation in competitive sports outside of school e.g. dance competitions and grading achievements, team game participation and awards e.g. rugby, cricket and football team awards (girls and boys).</p>	<p>Next steps: develop pupil tracking of engagement in intra and inter schools sports to ensure all pupil groups are widely represented (PP, service, gender, Trinity Target Pupils, EAL, SEN) – not just gender balanced.</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>	Aim	
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Target 100% of Y6 pupils able to swim competently after a programme of intervention as required for identified pupils.	£100 a week for summer term 13 weeks £1000 allocated
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Target 90% of Y6 pupils able to use a range of strokes after a programme of intervention as required for identified pupils.	
3. Perform safe self-rescue in different water-based situations	Target 100% of Y6 pupils able to perform a self-rescue after a programme of intervention as required for identified pupils.	

Aim	Why?	Key Area	Supporting evidence
<p>1. Focus on staff training ensuring all teachers and TAs are confident to passionately teach and support high quality PE. Embed positive sporting attitudes through Holy Trinity vision and linked SI sporting values.</p>	<p>To ensure all children are participating in two hours a week of high-quality PE every week. To support the engagement of Targeted Trinity Pupils in positive sporting opportunities. To align sporting values with those of the school vision.</p>	<p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	<p>Surveys of staff and pupil voice, pupil attainment data (Insight), learning walk reviews.</p>
<p>2. Further develop the physical activity offer at playtimes for all pupils.</p>	<p>Increase the activity of all pupils with a focus on the least active groups of pupils.</p>	<p>Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<p>Pupil voice, subject lead observation / monitoring</p>
<p>3. Develop pupils' gross motor skills, with a focus on EYFS and KS1 pupils and further identified pupils.</p>	<p>The previously implemented programme has demonstrated potential, but it is clear that many of our youngest pupils are not able to fully access all areas of the curriculum because of poor gross and fine motor skills.</p>	<p>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.</p>	<p>EYFS/KS1 teachers' pupil observation notes, subject lead & SLT monitoring, pupil voice, staff voice</p>
<p>4. Incorporate a programme of inclusive sports into the PE lesson offer to ensure provision is fully accessible to all pupils.</p>	<p>There are a growing number of pupils in school who have physical disabilities. Whilst their PE lessons are adapted to ensure they are able to participate and learn alongside their peers, we would like to offer sports which allow these pupils to 'see themselves' in what is being taught.</p>	<p>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.</p>	<p>Pupil voice, LTP and lesson planning, subject lead & SLT monitoring</p>
<p>5. Provide regular access to both mass participation and competitive intra and inter school sports through SI events and locally organised Ripon cluster events.</p>	<p>To ensure all pupils have access to the experience of competitive sports held both in school and beyond what school is able to offer internally. To raise the profile of sports beyond the school gates and encourage participation in competitive sport outside of school.</p>	<p>Increasing participation in competitive sport</p>	<p>Planning for inter and intra sports, sports day & competition finals Feedback from any external organisers Pupil & staff voice SI calendar of events Register of participants</p>

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: Provide PE CPD to all staff ensuring high quality provision



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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	<p>1. Focus on staff training ensuring all teachers and TAs are confident to passionately teach and support high quality PE. Embed positive sporting attitudes through Holy Trinity vision and linked SI sporting values. To support the engagement of Targeted Trinity Pupils in positive sporting opportunities.</p>	<p>High quality CPD for all staff in modelled lessons and additional sessions delivered by well-trained staff. Target sports which staff have expressed low confidence/skill in delivering (e.g. tag rugby, apparatus-based gymnastics).</p> <p>Access to ongoing CPD through subject lead conferences 3 times a year, SLT & SI meetings & open access, subject leader networks.</p> <p>Centres of sporting excellence to coach in school providing specific sport opportunities and staff CPD: football & cricket (Y4/Y5) Harrogate Town AFC; Golf (Y1/Y2) PGA Golf Pro; Cricket (all N-Y6) YCCC.</p> <p>PE Hub subscription to support quality planning (LTP & lesson planning) and demonstration lessons.</p>	<p>Increased confidence, knowledge and skills of all staff in teaching PE. 100% of teachers will report that they have confidence delivering all aspects of the PE curriculum.</p> <p>Measurable progress in pupil attainment in PE – Insight will be developed to demonstrate attainments against specific outcomes.</p> <p>Pupils reporting enjoyable, interactive and challenging PE lessons. At least 90% of lessons will be deemed 'high quality' when observed.</p>	<p>Surveys of staff and pupil voice, pupil attainment data (Insight), learning walk reviews.</p> <p>Data and observations from external coaches (Harrogate Town AFC)</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				<p>£8800 £300</p>

Your objective: ensure all pupils are active for at least 60 mins a day



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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)	2. Further develop the physical activity offer at playtimes for all pupils. Increase the activity of all pupils with a focus on the least active groups of pupils.	<p>Refine the zone ranger strategy in response to pupil voice and subject lead monitoring of pupil engagement with current offer. Increase the number and range of activities on offer (pupil led games, dodgeball, dance etc.)</p> <p>Develop a programme of pupil leadership and MSA/TA training to develop understanding of games and play.</p>	<p>Increased engagement of all pupils in regular physical activity and sporting activities with a particular focus on pupils who have previously been least active and Trinity Targeted Pupils. Aim for 100% of pupils to be active for 60 mins a day on a school day.</p> <p>Pupil leaders take the initiative in creating a more active and inclusive playground for all pupils. All staff on duty lead and participate in a range of physical activities to role model.</p> <p>An active playground that meets the needs of all pupils, particularly those with SEND and girls.</p>	<p>Subject lead monitoring:</p> <ul style="list-style-type: none"> *observation of playtimes *pupil voice surveys of both zone rangers and pupils across school *staff feedback including those on duty *data on length of time pupils are active for each day
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				<p>£200 for ongoing replenishment of resources and £300 release time for SL to conduct monitoring/training</p>

Your objective: diminish the barrier created by poor motor control



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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)	3. Develop pupils' gross motor skills, with a focus on EYFS and KS1 pupils and further identified pupils.	Sporting Influence coach to work with EYFS staff (teachers and TAS) to deliver a programme of exercises and activities aimed at strengthening gross motor skill muscles and coordination. EYFS staff to embed this during provision and PE lessons. EYFS & key staff to disseminate this training to the wider staff team.	All identified pupils able to fully access the core PE offer. Staff confident when supporting pupils with poor gross motor skills and transferring this confidence into curriculum lessons. Staff up-skilled and able to share their greater understanding with colleagues.	Surveys of staff and pupil voice, pupil attainment data (Insight), EYFS/KS1 teachers' pupil observation notes, subject lead & SLT monitoring
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£3000

Your objective: develop a truly inclusive physical education school



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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)	4. Incorporate a programme of inclusive sports into the PE lesson offer to ensure provision is fully accessible to all pupils.	Initially targeted at Y4 – disproportionately high number of pupils with identified physical disabilities and complex SEN compared with other year groups. Direct input from external coach to plan, implement and deliver lessons while upskilling staff (one of whom will be the PE SL).	Greater engagement from pupils with physical disability – verified by their pupil voice. Measureable progress of all pupils through sequences of lessons, with a sharp focus on pupils with identified SEN (not just physical) - as assessed against specific objectives for each lesson. Embedding of sporting values through greater pupil understanding of diverse needs.	Pupil & staff voice, pupil attainment data (Insight), LTP and lesson planning, subject lead & SLT monitoring
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£4995

	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)	5. Provide regular access to both mass participation and competitive sports including intra and inter school events.	<p>SI calendar of team and mass participation events involving pupils from EYFS to Y6</p> <p>Locally organised Ripon cluster events</p> <p>Sports Day Nursery – Y6</p> <p>Links with local secondary school to host events with specialist equipment/instruction</p>	<p>100% of pupils to participate in school sports day</p> <p>At least 50% of the school to have participated in inter / intra school sports</p> <p>Pupils enjoy the increased access to sporting competition with pupils beyond our school – as evidenced in their pupil voice.</p> <p>Pupils engage with competitive sport beyond school and share their success in school (e.g. sports awards and competing in events shared in Praise) – linked to increasing oracy confidence.</p>	<p>Planning for inter and intra sports, sports day & competition finals</p> <p>Feedback from any external organisers</p> <p>Pupil & staff voice</p> <p>SI calendar of events</p> <p>Register of participants</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£800

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