PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

George Fentham.

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

- 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)

- 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.*

Swimming and Water Safety	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 meters.	**69.2% of pupils in year 6 can swim 25 metres.** Evidenced on swimming assessment provided by data from Swim teachers at Everyone Active.	We want to improve this %. Evidenced based on information and data collected poolside with swimming teachers and class teachers in year 3 and year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	**69.2% of pupils in year 6 can use a range of strokes effectively.** Evidenced on swimming assessment provided by data from Swim teachers at Everyone Active.	We want to improve this %. Evidenced based on information and data collected poolside with swimming teachers and class teachers in year 3 and year 6.
3. Perform safe self-rescue in different water-based situations	**92.3% of pupils in year 6 can perform safe self rescues.** Evidenced on swimming assessment provided by data from Swim teachers at Everyone Active.	We want to improve this %. Evidenced based on information and data collected poolside with swimming teachers and class teachers in year 3 and year 6. Children also participated in dry land water safety lessons.

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 lead attended SSSSP conferences, kept updated on latest developments to PE and School Sport budget, inclusion, AFPE safety guidance's/risk assessments and supported with School games mark. Information fed back to Headteacher and teaching staff. Yr 1 Teacher CPD (Team Teaching) Cheerleading Yr 4 & 5 Teachers CPD (Team Teaching) Cricket	Staff who were unable to attend CPD (Ofsted and challange of availability of cover staff) indicated they felt confident teaching PE for a majority of the curriculum and informal support given through the year as needed. It would be beneficial to have some whole staff CPD in the future.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil engagement in physical activity is consistently high, with many children accessing the equipment or the support of the Active Play Heroes during lunchtime. George Fentham are very proud of the wide range of clubs and activities offered to children at lunch times. (See the club timetables) School club registers showed that over 80% of our children accessed sports clubs for at least one term. With SEND and vulnerable children identified and targeted in Summer clubs. Increased confidence and engagement is proven through the number of children taking these sports forward to participate in school teams and competitions.	Although club and active play registers indicate that pupils are being active in school, we have yet to identify an effect method of collecting data relating to the 60 minutes a day outside of school. Pupil voice is used to determine clubs offered but feedback on enjoyment levels at end of club would also be beneficial.

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	Pupils sporting achievements celebrated in Celebration Assembly and school newsletters. Successful sports days held for all pupils across school with School Games Values medals being awarded as well as traditional 1st 2nd & 3rd. For the first time, every single class in KS1 and KS2 took part in an inter school (level 2) competition, in an area linked to their PE curriculum. GFES pupils had positive experiences of competition and won 2 school games values awards at local SSSSP events.	It would be good to improve opportunities to share children's sporting successes outside of school. Data capture of pupil enjoyment is informal. Move towards more rigorous data collection.
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	Both boys and girls have equal access to the curriculum and afterschool clubs. George Fentham curriculum offering and afterschool club program provide a wide range of sports which feed into local competitions. In addition, pupils are consulted regarding which sports they would like to see offered. SEND and vulnerable children (who had not independently accessed clubs in Autumn and Spring terms) offered a targeted club during lunch times of the summer term. 'SEND and a friend' club proved very popular. Additional workshops and assemblies were offered to make links with local clubs and highlight alternative sports. – All stars, dynamos cricket and Tri- golf inspire day. Equal Access Award received July 25	Girls reported that they sometimes felt the boys dominated at football club and requested that we split the group. This was done and the uptake and enjoyment of girl's football rose dramatically. Some girls reported that boys sometimes seem to dominate other clubs, which will be considered moving forwards.
5. Increasing participation in competitive sport.	100% of children in KS 1 and 2 have taken part in an inter school event to concluded a curriculum topic. In addition, GFES teams also attended: South Solihull Open league football (Yrs5&6) South Solihull Girls league football (Yrs5&6) Disney Shooting Starts Girls Football (Yrs1&2) SEND archery Borough athletics (yr 5 &6) Dodgeball (5) Pupils participated in competitions suited to their ability level as offered by South Solihull SSP. These Engage, Develop and Compete events, result in improved positive engagement and more children wanting to play for school teams. SEND pupils were able to access the competition calendar- Competition 4U with success and enjoyment. Gold School Games Award received July 25	

Aims for the next academic year (2025/2026)

- 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

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25m	**75% of pupils in year 6 can swim 25 metres** The commitment to swimming (2 ½ terms in year 3 & ½ term in year 6) provides a solid foundation of stoke development and water confidence. Evidenced based on information and data collected poolside with swimming teachers and class teachers in year 3 and year 6.	Evidenced on swimming assessment provided by data from Swim teachers at Everyone Active. Next year we need to improve communication between swim teachers and school, as it is hard to determine progression from year 3 to year 6 based on their assessment.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	**64% of pupils in year 6 can use a range of strokes effectively.** As above.	
3. Perform safe self-rescue in different water-based situations	**79% of pupils in year 6 can perform safe self rescues.** As above. Children also participated in dry land water safety lessons as part of PSHE.	

Aim	Why?	Key Area	Supporting evidence
Ensure all teachers are confident to enjoy teaching High Quality Physical Education. To provide the appropriate resources and CPD so that staff can teach high quality PE.	To ensure all children are participating in two hours a week of high-quality PE every week. Some teachers in new year groups, may need additional support. PE Hub scheme implemented two years ago and due review and equipment audit.	Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Informal staff feedback and equipment logs. Pupil voice
Provide multiple opportunities to be physically active and investigate ways of monitor external physical activity gain a more accurate picture of children's active 60. To improve engagement and enjoyment of least active girls (KS2) in physical activity.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. National research indicates girls in year 3 and 4 are the least likely to achieved the active 60.	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. KOBOCA data (pupil voice) Active Lives Survey Lunchtime observations Play hero engagement Girl Power Club registers and reflection data.
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	Evidence of intra lesson level competitions (in addition to sports day) as well as all inter competitions. Competition calendar and register of participants.

Plan, monitor and evaluate (2025/2026)

- 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 and resources to promote high quality PE.

	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)	Ensure all teachers are confident to enjoy teaching High Quality Physical Education. To provide the appropriate resources and CPD so that staff can teach high quality PE.	PE leader to attend local PE conference. Staff questionnaire to feedback on PE Hub, CPD opportunities and missing equipment. Ensure PU HUB annual membership is paid to ensure teachers can access HQ planning and supporting resources. PE resources updated to enable HQ teaching to take place.	Staff confidence improved via survey. Pupil voice data to identify good level of (80%) engagement and enjoyment. Pupil attainment data should show over 80% of children reaching ARE in every PE unit.	Staff confidence surveys, pupils' attainment data, reviews, pupil voice. Equipment logs.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	In response to AfPE health and safety training at local PE conference, subject leader reviewed scheme of work and identified areas of weakness. Staff consulted and Scheme swapped for an AfPE accredited scheme.	Subject lead to embed scheme over next 3 years, review and manage CPD requirements of teachers to feel confident with new scheme. PE resourced bought to resource new scheme and ensure high-quality PE is being taught.	Pupil voice data showed 87% of children enjoyed their PE lessons. Pupil assessment data shows children reaching ARE in majority of PE lessons. However, percentages dropped into 70s in the following and this should be considered when developing CPD in 26/27: Yr1 send and return, Yr 3 gymnastics, Yr 5 football, netball, tag rugby & gymnastics. The current yr5 cohort (next year's year 6) will need extra support in the academic year 26/27.	£2000

Your objective: Promote opportunities to develop physical activity levels in line with active 60.

	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)	Provide multiple opportunities to be physically active and investigate ways of monitor external physical activity gain a more accurate picture of children's active 60.	Use pupil voice to identify which sports clubs they would like to engage with and provide a broad and inclusive range of activities. Promote club timetables with families as weel as children. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 Active play heroes. (Including active hero training) Identify and develop routines for data collection and analysis for active 60.	Least active children engaging with one or more sports club and active play heroes. We are aiming for 90% of pupils to be active at lunchtime through new play-leader activities and lunchtime clubs. By July 2026, we want to increase participation in school sports clubs to 90% through varying the type of club and targeting least engaged children. Physical activity trackers provide more rigorous data helping to build a more accurate picture of pupil engagement with and enjoyment of physical activity.	External physical activity trackers outlining the amount of activity pupils' access outside of school. KOBOCA data (pupil voice) Active Lives Survey Lunchtime observations Play hero engagement
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	School club offering has provided afterschool sport for a wide range of pupils and sports offered have been chose by children. Girl power group (Monday lunch times Spring/Summer) and Boys sport (Friday lunch times/summer) have targeted the least active or least physically confident children to improve physical literacy. Year 6 Play heroes ran independently and sensibly.	Whilst clubs have been a success, we experimented with charging a nominal amount to improve commitment (free for pupil premium children) This will be a model we will need to develop moving forward depending on funding changes. Girl power was a huge success and at request of girls ran for 2 terms rather than 1. Yr6 teacher took control over the active play hero programme, this led to much more effective management.	Data protect statement needs to be obtained from Koboca / active lives survey to ensure we can participate next year and benefit from activity tracking data. Sports club registers	£4875

Your objective: To improve engagement of girls in Physical activity.

	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 improve engagement and enjoyment of least active girls (KS2) in physical activity.	Least active girls identified and invited to Girl Power Club. Year 5 and 6 Girl Power leaders Identified and participate in training. Spring/Summer terms Girl Power leaders to run club on Monday lunch times. Girl Power club celebrated within South Solihull district. Consider club offering to help overcome gender barriers.	Improvement from initial Girl Power data and final data set. Girls from this group signing up to additional sports clubs in the summer.	Girl Power Club registers and reflection data.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Girl power club proved very successful with girls keen to participate and lead. Initial 12-week programme was extended into second term. Girls participated with smiles and laughter. In addition, team of year 2 girls took part in Disney Shooting stars football festival & Yr 3/ 4 team took part in a football tournament.	Splitting girls and boys football worked well, as did having the girls club run at lunch time as more girls we keen to attend. (Club over subscribed) Girls have asked for this to continue 26/27. Girl power was heavily dependent on teacher giving up lunch time and this is not particularly sustainable going forward. Will need to consider alternative use of adults.	Girl power graduation poster included lots of positive self reflection statements. Final data set showed improvements in self belief, physical confidence in throwing and catching skills, as well as increased enjoyment of team games. Registers show committed attendance to the club with only one year 5 leader dropping out after the initial 12 – week programme.	£500

Your objective: Maintain and develop competition offering.

	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)	Provide regular intra school competition, as well as all pupils having the opportunity to take part in inter school competitions. Competition formats to reflect needs of pupils. See school games offer.	Engage with SSSSP competition calendar to make sure all classes have an inter school evet that links to their curriculum. Engage with SSSSP competition calendar to make sure more pupils can represent GFES at an inter school evet that links a sports club. Including Competition 4U events. (Format to change based on pupil needs see competition format- engage/develop/compete.)	Maintain 100% record for KS1 and KS2 participating in inter school competitions. Through KS2 competitions and opportunities for SEND we expect to see the number of SEND pupils representing the school at sports events to increase. At least 3 class trailing an inter class event in addition to sports day.	Competition formats and planning for all intra lesson level competitions Evidence of intra lesson level competitions (in addition to sports day) as well as all inter competitions. KOBOCA and SG formats used to develop intra tournaments. Competition calendar and register of participants.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	All classes have had the chance to participate in SSSSP competition. Yr 1 – Cheerleading, Yr2 – Infant agility Yr3 – Personal Best Yr 4 – Cricket & OAA Yr5 – Cricket & Dodgeball Yr6 – Tag Rugby Also SEND Archery for Yr 6 pupils. Football leagues for both girls and boys. Year 2 & 3 transition supported by golf day and intra school competition.	Support from SSSSP makes these events easy to engage with and beneficial for all. Major cost implication is transport to these events which may need to change considering funding changes next year. Successful sports day now fully integrated into school calendar. Intra competitions need further development once new scheme has been embedded.	School diary, letters to parents. Sports day team sheets.	£4190

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