

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](#)

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	All lower school pupils accessed swimming lessons. At baseline, no pupils were recorded as independently swimming 25m front crawl or back crawl. By the final session, 11 pupils swam 25m front crawl independently and 12 pupils swam 25m back crawl independently. In addition, 1 pupil achieved 25m front crawl with a float and 2 pupils achieved 25m back crawl with a float, showing further progress towards independent swimming.	Due to our schools needs, a small percentage of children were able to competently swim 25 metres. Also finding a suitable location for swimming took a lot of time to find somewhere inclusive for our pupils needs.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All lower school pupils accessed swimming lessons. At baseline, no pupils were recorded as independently swimming 25m front crawl or back crawl. By the final session, 11 pupils swam 25m front crawl independently and 12 pupils swam 25m back crawl independently. In addition, 1 pupil achieved 25m front crawl with a float and 2 pupils achieved 25m back crawl with a float, showing further progress towards independent swimming.	Due to our schools needs, a small percentage of children were able to competently swim 25 metres. Also finding a suitable location for swimming took a lot of time to find somewhere inclusive for our pupils needs.
3. Perform safe self-rescue in different water-based situations	All lower school pupils accessed swimming lessons. Water confidence also improved strongly. The largest whole-cohort gains were in getting in and out of the pool safely, safe pool entry/exit, and treading water. These outcomes show that the programme supported both curriculum swimming skills and wider water-safety confidence.	Due to our schools needs, a small percentage of children were able to competently swim 25 metres. Also finding a suitable location for swimming took a lot of time to find somewhere inclusive for our pupils needs.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
In 2024-2025, Hazel Oak School aims to further strengthen physical activity, inclusion, and well-being through targeted development of PE, outdoor learning, and sensory provision.	To ensure that all pupils, including those with complex needs, have regular access to high-quality physical activity that supports their physical health, emotional regulation, confidence, communication, independence, and overall well-being. Developing PE, outdoor learning and sensory opportunities will help remove barriers to participation and provide more inclusive ways for pupils to be active throughout the school day.	Increasing engagement of all pupils in regular physical activity, with a particular focus on inclusive PE, outdoor learning, sensory regulation, active play, and opportunities for pupils to develop fundamental movement skills.	Evidence will include PE timetables, outdoor learning records, sensory provision plans, pupil engagement observations, photographs of activities, staff feedback, pupil voice where appropriate, and progress records showing increased participation, confidence, regulation, and enjoyment in physical activity.
The Sensory Circuit programme will be reviewed and improved to ensure it continues to effectively support pupils' self-regulation, coordination, and readiness to learn. The Outdoor Learning provision will be updated to provide enhanced opportunities for physical engagement, teamwork, and connection with the natural environment.	To ensure pupils have access to purposeful movement, sensory input and outdoor experiences that support regulation, attention, physical development and emotional well-being. Reviewing these areas will help make provision more consistent, inclusive and responsive to individual pupil needs.	Improving targeted physical activity and sensory provision through the development of Sensory Circuits and Outdoor Learning opportunities across the school.	Evidence will include updated Sensory Circuit plans, staff observations, pupil engagement records, photographs of outdoor learning activities, examples of adapted resources, pupil progress information, and feedback showing improved regulation, participation, coordination and readiness to learn.
Participation in tournaments and inter-school events will be expanded to strengthen community links and provide pupils with valuable experiences in teamwork, competition, and social interaction.	To give pupils opportunities to represent the school, develop teamwork, build confidence and experience positive competition in a supportive environment. Taking part in events with other schools also helps pupils practise communication, social interaction, resilience and sportsmanship.	Increasing participation in competitive and community sport through inter-school tournaments, festivals and inclusive sporting events.	Pupils participated in inter-school cricket and football competitions with other schools. Evidence will include attendance records, photographs, event information, staff observations, pupil feedback, and examples of pupils demonstrating teamwork, social interaction, confidence, resilience and enjoyment during competitive sporting activities.
The BEAM - SISS training will be extended through a twilight session in Spring 2025, supporting staff to develop further expertise in physical coordination and motor skills development. Continued subscription to Real PE will ensure a consistent, high-quality, and inclusive approach to PE teaching across all key stages.	To ensure staff have the confidence, knowledge and resources to deliver high-quality, inclusive PE and physical development opportunities for all pupils. Further training will support staff to better understand pupils' coordination, balance and motor skill needs, while Real PE will help provide a consistent approach across the school.	Staff professional development and curriculum improvement, with a focus on physical coordination, motor skills, inclusive PE teaching and consistent delivery across all key stages.	Evidence will include BEAM/SSIS twilight training attendance records, staff feedback, examples of strategies used in lessons, Real PE planning and resources, PE lesson observations, pupil progress information, and records showing improved staff confidence and consistency in PE delivery.

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 swimming lessons for lower school pupils



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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 ensure Lower School pupils access swimming lessons in order to develop water confidence, early swimming skills, and an understanding of water safety.	Arrange regular swimming lessons for Lower School pupils with qualified instructors. Ensure transport, staffing, and timetable arrangements allow pupils to attend consistently. Support pupils appropriately so all can participate, including those who may be anxious or less confident in the water.	Pupils develop increased confidence in water, improve basic swimming ability, and begin to understand key water safety messages. This supports their physical development and prepares them for future swimming progression.	Swimming registers, lesson timetables, instructor feedback, pupil progress records, pupil voice, and water confidence assessments.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Swimming lessons have had a positive impact on pupils' confidence, independence and physical development. Pupils have become more comfortable in and around water, with many showing improved confidence when entering the pool, following routines and engaging in swimming activities. The sessions have also supported important life skills, including water safety, listening to instructions, managing change, and developing independence with dressing, undressing and organising belongings. For many pupils, swimming has provided a valuable opportunity to build resilience, try something new and develop confidence away from the familiar school environment.	Yes. The improvements are sustainable because swimming is now embedded as part of the Lower School offer and supports wider school priorities around independence, physical activity, confidence and life skills. Staff will continue to use consistent routines, visual supports, preparation before sessions and familiar adult support to help pupils manage transitions and changes. Skills developed through swimming, such as dressing independently, following instructions, managing personal belongings and building confidence in new environments, can also be reinforced across the school day and within other educational visits and physical activities.	Swimming registers, lesson timetables, instructor feedback, pupil progress records, pupil voice, and water confidence assessments.	£7128

Your objective: Increase active play for all pupils



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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 encourage more active play at breaktimes and lunchtimes so that all pupils are moving more often, engaging in physical activity, and developing enjoyment of being active.	Provide a wider range of playground equipment and structured opportunities for active play. Organise playground spaces to promote movement-based activities and support staff to encourage participation, model games, and engage less active pupils. Plan activities that are inclusive and appropriate for different ages and needs.	Pupils are more active during unstructured times of the day. Engagement in physical activity increases, behaviour and social interaction improve, and pupils develop greater confidence, coordination, and enjoyment in movement.	Playground observations, pupil voice, behaviour records, staff feedback, photographs of active play opportunities, and records of equipment purchased and used.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are more active during unstructured times of the day, with increased engagement in physical activity at breaktimes and lunchtimes. Pupils are beginning to show greater confidence, coordination and enjoyment in movement. Staff have observed improved social interaction, turn-taking, teamwork and play skills, as pupils are supported to join in with games and structured activities.	Yes. The improvements are sustainable through continued use of playground equipment, clear organisation of outdoor spaces and regular staff encouragement during breaktimes and lunchtimes. By embedding active play into daily routines and ensuring staff continue to model, adapt and support games, pupils will have ongoing opportunities to be physically active, build confidence and develop positive play habits over time.	Playground observations, pupil voice, behaviour records, staff feedback, photographs of active play opportunities, and records of equipment purchased and used.	£3000

Your objective: Improve the quality of PE teaching



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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 improve the quality of PE teaching so that lessons are well-structured, progressive, inclusive, and support all pupils to develop physical skills and confidence.	To improve the quality of PE teaching so that lessons are well-structured, progressive, inclusive, and support all pupils to develop physical skills and confidence.	Staff feel more confident in delivering PE and pupils experience higher-quality lessons. As a result, pupils show improved engagement, better skill development, and increased confidence in PE.	Staff voice, CPD records, lesson observations, planning scrutiny, assessment information, and pupil feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The quality of PE teaching has improved through more consistent planning, clearer lesson structure and a greater focus on inclusive practice. Staff are becoming more confident in delivering PE and adapting activities to meet the needs of different pupils. Pupils are engaging more positively in PE lessons, showing improved confidence, participation and enjoyment. There is also evidence of pupils developing key physical skills, including coordination, balance, movement, teamwork and following instructions.	Yes. The improvements are sustainable because staff now have access to consistent PE planning, resources and support through Real PE and shared good practice across the school. Continued use of inclusive planning, adapted equipment and staff training will help ensure PE remains accessible for all pupils. As staff confidence grows, high-quality PE teaching can continue to be embedded across the school and developed further over time.	Staff voice, CPD records, lesson observations, planning scrutiny, assessment information, and pupil feedback.	£1676

Your objective: Increase daily physical activity across the school 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)	To increase pupils' daily physical activity by building more movement opportunities into the wider school day, beyond timetabled PE lessons.	Introduce movement breaks, sensory circuits, active learning opportunities, physical activities within classroom routines, and short bursts of exercise across the day. Encourage staff to embed regular movement into teaching and transitions. Ensure opportunities are practical, consistent, and suitable for all pupils.	Pupils become more active throughout the day, leading to improved concentration, readiness to learn, physical wellbeing, and reduced sedentary behaviour. Physical activity becomes a regular and valued part of school life.	Class timetables, teacher planning, staff feedback, learning walks, pupil voice, and observation of movement opportunities across the school day.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are accessing more regular opportunities to be physically active throughout the school day, beyond timetabled PE lessons. Movement breaks, sensory circuits, active learning and short physical activities have supported pupils' regulation, concentration and readiness to learn. Staff have observed that pupils are more engaged when movement is built into routines and transitions, particularly those who benefit from sensory input or find it difficult to remain seated for long periods. Physical activity is becoming a more regular part of daily school life and is supporting pupils' physical wellbeing, confidence and participation.	Yes. The improvements are sustainable because daily physical activity is being embedded into classroom routines, transitions and wider school practice. Staff can continue to use movement breaks, sensory circuits, active learning and short bursts of exercise without needing large amounts of additional equipment or time. By making physical activity part of the normal school day, pupils will continue to benefit from regular movement opportunities that support wellbeing, regulation, concentration and readiness to learn.	Class timetables, teacher planning, staff feedback, learning walks, pupil voice, and observation of movement opportunities across the school day.	£3083

Your objective: Develop inclusive physical activity opportunities for all pupils



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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 ensure that all pupils, including those with additional needs, lower confidence, or physical barriers, can access and enjoy physical activity and experience success.	Adapt activities, equipment, and teaching approaches so that physical activity is accessible to all. Provide differentiated tasks, additional adult support where needed, and a range of activities that meet different interests and abilities. Promote a positive and inclusive culture around participation.	More pupils are able to participate successfully in physical activity. Confidence, engagement, wellbeing, and enjoyment increase, and pupils experience achievement regardless of starting point or ability.	Participation records, pupil voice, staff observations, individual progress records, SEND support documentation where appropriate, and photographs or examples of adapted provision.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils are able to access and participate successfully in physical activity, including those with more complex needs, lower confidence or physical barriers. Adapted activities, equipment and teaching approaches have helped pupils experience success at their own level and feel more confident when taking part. Staff have observed increased engagement, enjoyment and willingness to try new activities. Pupils are developing confidence, physical skills, teamwork and positive attitudes towards movement, regardless of their starting point or ability.	Yes. The improvements are sustainable because inclusive practice is being embedded into PE lessons, active play, sensory circuits and wider physical activity opportunities across the school. Staff can continue to adapt activities, equipment and levels of support to meet individual needs, ensuring all pupils are able to participate meaningfully. By promoting a positive culture around inclusion and celebrating effort, progress and participation, pupils will continue to have opportunities to experience success and enjoyment through physical activity.	Participation records, pupil voice, staff observations, individual progress records, SEND support documentation where appropriate, and photographs or examples of adapted provision.	18.22.47

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