PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

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 metres	5/6 (81%) of Year 6 pupils can confidently and proficiently swim 25m. Evidenced on pupil swimming KPI document. All pupils had the opportunity to attend as part of their weekly timetable. All pupils have an EHCP.	We would like this data to be 100%. Not all pupils attended swimming during the school year, due to a combination of factors including behavior, SEND needs and personalized timetables.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	5/6 (81%) of Year 6 pupils can use a range of strokes effectively. Evidenced on pupil swimming KPI document. All pupils had the opportunity to attend as part of their weekly timetable. All pupils have an EHCP.	We would like this data to be 100%. Not all pupils attended swimming during the school year, due to a combination of factors including behavior, SEND needs and personalized timetables.
3. Perform safe self-rescue in different water-based situations	7/11 (64%) of Year 6 pupils can perform a safe self rescue. Evidenced on pupil swimming KPI document. All pupils had the opportunity to attend as part of their weekly timetable. All pupils have an EHCP.	We would like this data to be 100%. Not all pupils attended swimming during the school year, due to a combination of factors including behavior, SEND needs and personalized timetables.

Review of the last academic year (2024/2025)

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	All PE staff received training in "Trauma Informed PE" through "Future Action". This has been used to shape the approaches to this year's intervention programme and begin to formulate plans for assisting pupils in self regulation techniques. The HoD attended the AfPE Annual Conference; this was helpful in shaping approaches to PESSPA going forward.	Not all staff made full use of the package available to them- this will be followed up during 2025-26 to ensure practices are consistent across the school with regards to delivery of physical activities. The programme will be offered to SLT and the SENDCo team to ensure they have an understanding of what can be offered and case study ideas. Further staff CPD is needed in trampolining and outdoor education (e.g. climbing) to enable expansion of delivery going forward.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	KS2 pupils had 2x timetabled PE lessons , plus 1x swimming lesson per week. This meant all pupils had access to three guaranteed physical activity sessions across the school week. Daily physical activities were timetabled for KS2 pupils during afternoon enrichment. These included football, multi sports, rock climbing, wide games and bushcraft across the week. Trips, e.g. to laser tag, paddlesports, climbing, bowling and ice skating were also offered.	Not all pupils attended swimming, despite having the opportunity to. This was due to a variety of factors, including personalised timetables, anxiety, behaviour/ risk assessments, puberty (girls). Whilst every effort was made to encourage attendance, some pupils still did not engage with it. Some KS2 pupils struggled to cope with the length of their core PE lessons (a double lesson), meaning quality of the experience decreased. A shorter lesson has been requested for 2025-26 to try and combat this. Not all KS2 pupils accessed the physical activities available to them on a regular basis, preferring to choose alternative activities.

Review of the last academic year (2024/2025)

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	A PE feedback questionnaire was sent out whole school, with most pupils taking part in having their say through a group response. Feedback was generally positive about their curriculum lessons and the activities offered during enrichment. Some suggestions were made which have been acted on to plan for the next school year, e.g. offering more alternative activities such as paddlesports and trampolining. The 2025 Oak Bank Olympics was a huge success, with more events planned and participated in than ever before.	Physical activity is offered sporadically across the school, with no clear outline of what is covered outside of PE and enrichment activities. Physical activities are offered as part of wellbeing, class rewards and individual interventions however this is not yet mapped or structured in any way.
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	All KS2 pupils had access to a quality core PE programme and a well balanced curriculum. This was offered to all pupils with equal access for all. All pupils have SEND needs and these were planned for carefully in the curriculum. All KS2 pupils were given the opportunity to attend swimming once per week for the whole school year.	A small number of pupils did not choose any physical activities outside of PE lessons. Enrichment activities were offered however these were limited and did not appeal to all pupils. This will be identified as a key area for development in 2025-26. Uptake of swimming was low for girls in particular; this was for a variety of reasons, however puberty and managing wet hair for the day after swimming were key identified difficulties (individual case studies). Methods to assist with this have been identified for 2025-26.
5. Increasing participation in competitive sport	All KS2 pupils had the opportunity to take part in internal fixtures, through the enrichment programme and the Oak Bank Olympics.	No external fixtures took place for KS2 pupils during 2024-25; this was mostly due to fixtures outside of our control such as access to transport outside of school hours and availability of SGO fixtures during times that suited us. Not all KS2 pupils engaged with the Oak Bank Olympics, mainly due to anxiety about the change in routines and structure during the event (individual case studies).

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 25 metres	All Year 5 & 6 pupils had a weekly timetabled swimming session; all pupils had the opportunity to attend. A swimming "top up" was used to extend swimming beyond the minimum requirements and ensure it was offered throughout the school year. 13/15 pupils attended for at least one full half term, with 10/15 pupils attending for the majority of the school year. All data is available in the Swimming KPI data tracker.	Some pupils did not attend due to a combination of factors, including SEND needs, behavior and the time they joined the school. Every effort was made to encourage these pupils to attend however. Some pupils have little or no swimming experience prior to joining Oak Bank in Year 6. One school year of swimming lessons is often not enough time to achieve the minimum swimming requirements by the end of Year 6. All attendance data is available in the Swimming KPI data tracker.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
To give pupils the opportunity for daily physical activity in school and increase this beyond the minimum	Many pupils only access physical activity during school hours, meaning it is important that we exceed the minimum requirement of 30 mins per day where possible.	Key indicators 2 and 3	Enrichment feedback and activity logs Conversations with KS2 staff Feedback from parents about physical activity done outside of school
To increase opportunities for pupils to meet the minimum swimming requirements by the end of year 6	Many pupils arrive at Oak Bank in Years 5 & 6 with little or no experience of swimming.	Swimming and water safety	Feedback from parents about prior swimming experience. Swimming competence data for the end of KS2.
To increase opportunities for competitive sport	Opportunities for competitive sport outside of Oak Bank have been limited due to SEND needs/ risk assessments and transport constraints. This means that intra school competitive opportunities must be maximised.	Key indicator 5	School Games mark data
To increase staff CPD in trauma informed PE	Delivery of physical activities across the school is sporadic with little structure or mapping of what is offered. Training in trauma informed PE will help to bring a focus to the delivery of additional physical activities outside of PE and enrichment and ensure it is of high quality.	Key indicator 1	Staff feedback on the delivery of physical activity across the school (outside of PE and enrichment).

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: To increase daily physical activity levels

	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 the daily physical activity levels of all pupils in KS2.	- PE lessons are timetabled daily, including whole KS2 swimming provision. - Daily enrichment activities to include a range of physical activity choices. - Social/ reward activities within class groups to include options for physical activity. - Purchase classroom items to enable physical activities to take place at any point during the school day. - School to purchase PE kit (tshirts, joggers) to remain in school for pupils who do not have access to PE kit. This will be owned by the school and pupils will not take this home.	- Pupils will all engage in the minimum of 30 minutes of physical activity per day within school. - Positive relationships with sport and physical activity will be fostered in school, which will hopefully then carry on into their home lives. - Pupils' will develop social skills and resilience to enable them to cope with the emotional demands of taking part in physical activity.	Timetable. Pupil voice feedback Enrichment activity logs.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Pupils are participating in daily structured physical activity within school. Uptake for PE enrichment activities has been very high, with most KS2 pupils choosing at least one PE activity per week. Pupils are making use of physical activities during reward times in lessons. Equipment has been purchased to allow these activities to take place and motivate pupils.	- The KS2 PE timetable has been established and will continue into 2026-27. - Pupils have a wide range of PE activities to choose from during enrichment; routines have been established and these have been made clear to pupils. - Equipment has been purchased to enable delivery of a high quality KS2 PE curriculum and delivery of extra curricular physical activities through enrichment.	Pupil voice feedback has been positive; pupils are enjoying their PE provision and are keen to take part in extra curricular PE activities as a result (enrichment). Enrichment activity logs show regular physical activity choices made by KS2 pupils, with the majority of pupils choosing at least one extra curricular activity per week.	**£1500**

Your objective: To develop pupil water confidence and swimming competence by the end of Year 6

	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 all pupils achieve the minimum standards for swimming by the end of KS2.	- All pupils in Years 5 & 6 will have the opportunity to attend swimming for the full school year on a weekly basis. This will be timetabled as a dedicated lesson on the whole school timetable. - Staffing will be allocated to support individual needs on the sessions. - Staff will work with pupils to identify any individual barriers to participation and implement support to help them overcome these.	- A higher percentage of pupils will achieve the minimum standards for swimming by the end of Year 6. - A higher number of pupils will attend swimming during the school year. - Pupils with little or no swimming experience prior to joining OB will have the chance to "close the gap".	Swimming KPI data tracking sheet
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	9/11 (83%) of Year 6 pupils are able to swim 25m confidently. 8/11 (73%) of Year 6 pupils can use a range of strokes. 7/11 (64%) of Year 6 pupils can perform a safe self rescue.	- Pupils are gaining key skills earlier (i.e. in Year 5 as well as Year 6), meaning they achieve higher success by the end of Year 6. - We will need to revisit the swimming offer for 2026-27 following the withdrawal of the PE Premium funding. We will endeavor to keep swimming as a weekly curriculum offer if possible. Pool hire costs have increased making the prospect of this unsure.	- Swimming KPI data tracking sheet - 83% of Year 6 pupils can confidently swim 25m, 73% can use a range of strokes and 64% can perform a self rescue in deep water. Each year's cohort will be different due to the starting points of individual pupils, however I feel this is very good progress for this year's cohort based on their experiences of swimming prior to Oak Bank. - Budget spreadsheet for 2025-26 - Budget forecasting for 2026-27	£1900 (swimming lessons during Autumn and Summer terms)

Your objective: To develop extra curricular physical activities for KS2 pupils

	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 give KS2 pupils the opportunity to take part in a range of extra curricular sports and activities through the school enrichment programme	- Activities such as basketball, dodgeball, climbing, multisport etc. will be scheduled on a daily basis through the whole school enrichment progamme. Equipment to be purchased to enable delivery of this. - Specialist activities such as rock climbing, martial arts and trampolining will be scheduled regularly throughout each term. - Football training and match will be scheduled twice per week (due to popular demand). - Outdoor activities such as wide games, team building and bush craft activities will be scheduled on a daily basis. - All activities will remain optional, with pupils having the option to choose which ones they would like to do. KS2 pupils will be timetabled for separate activities to KS3/ KS4. - Additional climbing equipment, football goals and martial arts equipment will be purchased to enable delivery. - NICAS qualification to be offered to all regular rock climbers (license and log books to be purchased). Staff to be upskilled to enable delivery.	- Pupils will have the opportunity to try a range of different physical activities - Pupils will have the opportunity to pursue areas of interest in detail, developing their skills and competence. - Pupils will have the opportunity to take part in competitive sport through the enrichment programme.	Whole school enrichment programme (and log)
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate **(Complete in July)**	Almost all KS2 pupils choose a minimum of one extra curricular physical activity per week, with many choosing multiple different physical activities across the week. Pupils are enthusiastic about the activities on offer and enjoy participating. Pupils are developing social skills and an understanding of what regular participation in a consistent sporting activity involves.	- The 2026-27 enrichment programme will continue with the activities implemented during 2025-26, with the opportunity for additional options to be added as required. - Equipment purchased during 2025-26 can be utilized for years to come. - We will look to add extra curricular fixtures against other schools in the future (cohort dependent due to needs).	- Whole school enrichment activity log. Uptake in physical activities remains high across the school year. - Engagement in football has been particularly high, with three KS2 pupils attending a SEND tournament alongside KS3 pupils (no similar tournament was available for KS2). - Four KS2 pupils have achieved their NICAS Level 1, with the remaining making good progress towards achieving it.	**£1800**

Your objective: To use physical activity as a way to help pupils with self regulation skills

	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 develop the use of interventions for pupils to support emotional regulation across the school day.	- Each KS2 class will have a box of resources to help with self regulation in the classroom and to use wherever appropriate during the school day (e.g. during reward time). - Pupils who need additional support in developing self regulation skills will be identified and offered a course of practical wellbeing sessions to support them. Wellbeing staff will have access to equipment to deliver this. - A series of sensory areas will be developed (i.e. in the HIVE and Acorn House) for use by pupils when they need additional support to self regulate.	- Pupils will be calmer and more regulated throughout the school day. - Pupils who need additional input to develop self regulation skills will undertake a series of sessions to help them, resulting in improved self regulation skills. - Pupils will have an understanding of what they can do to help themselves when they feel anxious, stressed or upset and be able to utilize these strategies to feel calm again.	KS2 staff to request what they feel would be useful for their cohort of pupils. Individual case studies where this has proved effective in the past. The Trauma Informed PE programme through Future Action has been used to shape the approaches to assisting pupils with self regulation through physical activity.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The KS2 cohort as a whole have shown a significant reduction in criteria across the school year. Pupils identified as having additional needs in self regulation have received additional support; whilst progress has been slow in some individual cases, there is evidence that they are beginning to show independence.	- KS2 staff have reported that the boxes are useful and have requested additional items as and when needed. The boxes are set up for 2026-27 and some larger items purchased which will last for years to come. - The sensory areas have been established and are being further developed for 2026-27. - The wellbeing and pupil intervention programme is being expanded for 2026-27 to target a wider range of pupils.	Individual case studies of pupils attending practical wellbeing sessions have shown an increase in self confidence of pupils. Pupils are increasingly aware of the need to self manage and have begun to develop new strategies to do so. This will be expanded during subsequent years to allow more pupils to access this. Reports from KS2 staff has been constructive; existing sensory items have been utilized across the school year; feedback from this has been used to shape this approach going forward to expand the sensory areas available around school and provide additional items for each classroom.	**£2800**

Your objective: To promote enjoyment and engagement of physical activity in school and at home

	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 develop the PE rewards programme to boost participation in school and at home	- PE specific reward items will be purchased for pupils to earn throughout the school year (e.g. sports wear, trainers, footballs, basketballs, boxing gloves, tennis equipment, vouchers etc.). - A number of items will be available in the school reward shop for pupils to buy using their "Oak Bank Account" (for which money is earned through positive behaviours around school). - A PE "reward raffle" will be implemented to support pupil behaviour and engagement in lessons and during enrichment.	- Pupils will be more motivated to show good behaviour during lessons and PE enrichment activities to earn rewards. These can then be reduced over time to promote more intrinsic motivation. - Pupils will be able to earn PE related rewards to support engagement in physical activity at home, e.g. playing football in the community.	Reward shop item requests. Behaviour logs for PE when similar schemes have been implemented previously.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Pupil behaviour in PE has shown a significant improvement across the school year. Pupils are motivated to take part in PE and PE enrichment activities; whilst this started off more extrinsically motivated, many pupils have begun to show a more intrinsic approach to PE over time.	- The reward shop has a base level of stock of PE equipment which can be replenished ongoing. - The "PE raffle" format has been established and can be adapted and modified as needed in future years. Stock can be replenished as needed now that we have a base level of items purchased.	PE behaviour log- negative incidents have moved in line with the whole school patterns of behaviour, with a decrease in negative incidents during the Summer term in comparison to the Spring term. Positive behaviour points have steadily increased across the school year across the whole KS2 cohort. Pupil feedback in pupil voice has been positive. Pupils are requesting specific rewards and these haven been possible	£1700

Your objective: To provide opportunities for competitive sport

	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 develop the profile of the 2026 Oak Bank Olympics and increase participation of KS2 pupils across all events.	- More activities appropriate to KS2 pupils will be offered and their participation celebrated. - KS2 pupils will spend additional time preparing for the Olympics in lessons, to ease any anxieties and help them to understand what it will involve. - KS2 specific equipment to be purchased and utilized in lessons to develop confidence. - KS2 pupils will be given the opportunity to attend trips as part of the programme.	- KS2 pupils will participate in the 2026 Oak Bank Olympics with confidence. - Pupil engagement in the Olympics will be higher; there will be at least one activity that each pupil can engage with confidently and enjoy across the 2.5 day programme.	Feedback from pupil voice and last year's Olympics.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Pupil engagement in the 2026 Oak Bank Olympics was high across KS2. Behaviour of KS2 pupils was generally positive throughout the Olympics (an indicator that they were engaged and enjoying it).	- The format for the Olympics has been well established. - Pupil feedback will be used to guide the direction of next year's Olympics. - Staff CPD will be developed during next year so that we can offer additional activities during the Olympics, e.g. paddle sports, trampolining etc.	The Olympics progamme and log of who attended each activity; all pupils took part in a minimum of one physical activity, and all pupils were fully engaged across the two day programme. Behaviour log for during the Olympics. Post Olympics feedback from each team was positive; pupils were able to reflect on activities they enjoyed and what they would like to see returning for next year.	**£1800**

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