

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

Commissioned by



Department
for Education

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

Useful Links:

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

Review of the last academic year (2024/2025)



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

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged 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	100% of Year 6 pupils can swim 25m Based on assessments by swimming teacher	Continue to aim for 100% in 2025/26
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% of Year 6 pupils are able to use a range of strokes. Based on assessments by swimming teacher	Continue to aim for 100% in 2025/26
3. Perform safe self-rescue in different water-based situations	100% can perform safe self-rescue in different water-based situations. Based on assessments by swimming teacher	Continue to aim for 100% in 2025/26

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Get Set for PE has supported teacher confidence in the teaching of PE since being introduced. OPAL staff meetings have benefitted staff – better understanding of risk and purposeful play.	OPAL is still developing – final assessment is June 2026. To further develop staff confidence – opportunities for CPD on scaffolding PE for SEND pupils would be beneficial.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	OPAL has extended opportunities for outdoor play including OPAL Stay and Play activities for families. All pupils are active daily. SEND pupils have enjoyed swimming lessons – water confidence is growing. Range of after school clubs have been offered to all pupils and included gymnastics, Street Dance, Football etc School has taken part in WFSSN events and a range of other events including: Circus Skills, Bikeability, Cluster football competition (Longshaw were overall winners); tennis festival; rugby taster session etc. Year 5/6 Residential provided opportunities for outdoor adventurous activities.	OPAL is still developing – final assessment is June 2026. Provide outdoor pursuit experiences for pupils not able to attend the residential.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	PE / sporting achievements are celebrated during celebration assemblies, newsletter and Facebook. OPAL is understood by most parents / children in the school – Newsletters and invitations for families to attend OPAL Stay and Play activities is helping to raise the profile and better understand the importance of outdoor play.	There are still a number of children who do not engage in outdoor play 7 days a week.
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	A wide range of sports were offered throughout the school year including dance, multi-skills, football, skipping, swimming, athletics and outdoor adventurous activities. Lunchtime play offered a wider range of active opportunities through OPAL. SEND pupils engage in this. Most children had the opportunity to represent the school in at least one enrichment experience / sporting events such as Sports Day; Multi-skills; circus skills etc. This includes mixed gender participation in activities such as football, dance and gymnastics.	Some pupils with SEND require significant levels of adult support to access clubs and sporting activities, limiting the number of opportunities they could attend independently. Staff would benefit from further training on adapting PE and sports activities to meet a wider range of SEND needs.
5. Increasing participation in competitive sport	Longshaw entered a wide range of competitions and festivals, enabling more pupils to represent the school. Intra-school competitions (sports day / team events) ensured participation & engagement. Y6 Sports leaders helped to organise and deliver Sports Day events. Participation in WFSSN ensured access to events and competitions – across all year groups.	Although participation increased overall, not all pupils had the opportunity to take part in external competitions due to limited places at events. Staffing levels sometimes limited the school's ability to provide the additional support required for some pupils to attend events.

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>	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	At the end of the school year all Year 6 pupils to be able to swim 25m 80% of all Year 4 pupils to confidently swim 25m.	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of Year 4, 80% of pupils can use a range of strokes effectively and confidently.	Add text here
3. Perform safe self-rescue in different water-based situations	At the end of Year 4, 80% of pupils to use safe self-rescue techniques.	Add text here

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Introduction of new PE scheme – Get set 4 PE	To ensure a well planned, progressive curriculum is in place that ensures that the quality of PE taught across the school is effective.	Curriculum development	Get Set 4 PE subscription / plans Curriculum map Lesson learning walks / Engagement of pupils in lessons Staff feedback – increased confidence to teach.
Upgrading of PE equipment	To ensure that the new curriculum can be taught effectively.	Upgrading of PE equipment to support the effective delivery of the new PE curriculum and ensure pupils have access to appropriate, high quality resources.	Purchase orders / invoices Evidence that all areas of the Get Set 4 PE curriculum are delivered effectively. Teachers & pupils have access to high quality resources, resulting in improved quality of lessons, pupil engagement and opportunities for all skills to be developed across the school.
OPAL – Promoting active playtimes	Provide diverse and inclusive playtime activities and resources to engage all pupils in purposeful play and encourage regular physical exercise.	Implementing the OPAL approach to promote active, inclusive and purposeful playtimes, increasing physical activity levels and engagement for all pupils.	Introduction of a wider range of play opportunities & resources. OPAL action plan Photographs – newsletters / social media Pupil voice showing increased enjoyment of playtimes and engagement.
Year 5 / 6 Residential	Pupils have the opportunity to engage with a wide range of sports and adventurous activities. Positive impact on the development of personal & social skills e.g. communication, self esteem, confidence and teamwork	Providing Year 5 and 6 pupils with access to a residential experience that broadens participation in sports and adventurous activities while developing personal, social and emotional skills.	Residential itinerary showing a range of activities e.g. climbing, zip wire, water based activities; team challenges etc. Photographs – newsletters / social media Evidence of children showing leadership skills & responsibility.
WFSN Membership	Renewal of membership. Children to take part in a variety of Sports Partnership sport events and competitions.	Maintaining membership of the WFSN Sports Partnership to provide pupils with access to a wide range of sporting events, competitions and festivals, ensuring participation in competitive and inclusive sport.	WFSN membership renewal. WFSN calendar of events. Records / photographs capturing pupils taking part in events & competitions. Opportunities for pupils to experience new sports and activities. Pupil voice demonstrates enjoyment & enthusiasm. Evidence of pupils improved confidence, teamwork and sportsmanship.

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*

Plan, monitor and evaluate (2025/2026)



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Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your objective:



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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)	Further develop lunchtime OPAL play provision to increase activity for all pupils.	• Midday supervisor training, • Staff CDP to develop their understanding of games and play. • OPAL team / leaders work with site team to plan & implement different play zones. • Range of equipment, • Pupil / Parent voice to understand pupils wants and needs; feedback on provision and to name different playground zones. • OPAL plan discussed / reviewed within SLT meetings. • OPAL Assemblies timetables every other week. • OPAL Stay & Play events. • OPAL monitoring visits.	To achieve the OPAL award for play – Gold / Platinum.	• OPAL action plan • SLT minutes • Staff meeting presentations • Assembly Powerpoints • Photographs – newsletters and social media content. • Feedback from OPAL monitoring visits
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	• Platinum Award achieved. • Increased physical activity, engagement and enjoyment for pupils during lunchtimes. • Pupils have access to a wider range of high quality play opportunities enabling all children to participate in play that meets their interests and needs. • Staff confidence and understanding of play has improved. • Pupil and parent feedback shows increased satisfaction, while regular assemblies and events have helped to build a positive play culture across the school.	• The improvements will be sustainable because OPAL is embedded within whole-school systems and strategic planning. • Pupil & parent voice will continue to inform future developments, helping provision remain relevant and responsive to pupils' needs. • Continued buy-in to OPAL	• OPAL action plan • SLT minutes • Staff meeting presentations • Assembly Powerpoints • Photographs – newsletters and social media content.	OPAL membership: £2000 Resources / materials: £3756

Your objective:



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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 teachers' knowledge, understanding and confidence in supporting pupils with SEND in PE through effective scaffolding strategies, ensuring all pupils access, participate in and succeed in PE lessons.	• SENDCO-led staff CPD focused on inclusive PE practice and scaffolding for pupils with SEND. • Share practical strategies to adapt tasks, equipment, instructions and learning activities. • Model effective scaffolding techniques and provide examples of good practice. • Provide staff with resources to support planning for inclusion in PE. • Monitor the implementation of strategies through lesson visits, staff discussions and learning walks. • Evaluate pupil experiences and identify further support required.	• Increased staff confidence. • Improved teacher understanding of scaffolding and inclusive teaching approaches. • Greater engagement, participation and enjoyment in PE for pupils with SEND. • Pupils with SEND demonstrating increased independence, confidence and success during lessons.	• CPD presentation and training materials. • Staff attendance records. • Staff confidence • Lesson drop-ins show scaffolding and adaptations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	• Staff report increased confidence in adapting PE lessons to meet the needs of pupils with SEND. • Lesson drop ins show a greater use of scaffolding strategies, adapted resources and clear step-by-step instructions. • Pupils with SEND are engaged in lessons and participate more fully in activities showing greater independence.	• staff have developed a stronger understanding of inclusive PE practice which will continue to be monitored. • Training resources and strategies can be revisited and shared with new staff members. • Continued SENDCO support will ensure inclusive practices remain embedded and are refined over time. • Scaffolding approaches to continue being incorporated into planning and teaching routines to ensure consistency.	• Staff feedback. • Lesson drop-ins	• CPD: £500 • Get Set for PE: £528

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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)	Continue to provide pupils with a wide range of sporting opportunities through inter-school and intra-school competitions and workshops, enabling them to experience different sports, develop confidence and resilience, and foster a positive attitude towards lifelong participation in physical activity.	• Involvement in a variety of WFSSN activities. • Sports Day • Dance Festival • Variety of sports clubs offered including School Street Dance, football, gymnastics, badminton and netball. • UL Golf event. • Tennis taster sessions • Target less active pupils who may not traditionally access / attempt sporting activities. • Actively promote local holiday clubs – tennis, rugby, holiday schemes through school newsletters. • Celebrate participation through certificates and in celebration assemblies. • Y6 residential	• Pupils experience a wide range of sports and activities beyond what is offered through the curriculum. • Pupils enjoy PE and engage well in school sport. • Pupils show enthusiasm for leading active, healthy lifestyles.	• WFSSN calendar of events / school calendar. • Photographs – newsletter / social media content. • Pupil feedback. • Certificates.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	• All pupils had the opportunity to take part in at least 1 sporting event / competition. • Pupils were exposed to a wide range of sporting experiences including swimming, multi-skills, cricket, football, golf, dance, gymnastics, netball, badminton etc. • Pupils demonstrating teamwork, leadership, resilience, confidence and a willingness to try new activities.	• School has a strong link with WFSSN and All About Dance so will continue to engage in events provided and include in annual school calendars.	• Club registers • Photographs – newsletter / social media content. • Certificates / awards • Pupil voice	• WFSSN: £900 • All About Dance (Sports Day) - £350 • Equipment, Resources & medals: £3901 • Swimming: £2075 • Residential: £110 • ASC: £3120 • Active travel: £500

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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)	Improve pupils' road cycling safety skills through the Bikeability programme, equipping them with the knowledge, confidence and practical skills needed to cycle safely and responsibly on roads.	• Bikeability training through qualified instructors. • Pupils given the opportunity to develop knowledge and understanding of road safety, hazards and safe cycling practices, applying skills in both controlled (playground) and real-road environments. • Promote participation through communication with parents. • Monitor participation & feedback from pupils & instructors.	• Improved cycling competence and road safety awareness amongst pupils taking part. • Increased confidence when cycling. • Pupils actively using bicycles to travel to school. • Improved understanding and awareness of how to keep themselves and others safe when cycling. • Positive attitudes towards riding bicycles as a form of sustainable travel.	• Participation registers • Certificates • Instructor feedback • Pupil voice • Photographs – newsletter & social media comms
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils taking part in Bikeability training have demonstrated improved knowledge of road safety and safe cycling techniques. Feedback from instructors was positive indicating increased confidence when cycling. Pupils have a positive attitude towards active travel.	Bikeability is booked into the school calendar for 2026/27.	• Bikeability certificates • Instructor feedback. • Pupil feedback. • Photographs – newsletters / social media	

Your objective:



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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)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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