



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](#)

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	N/A	N/A
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A	N/A
3. Perform safe self-rescue in different water-based situations	N/A	N/A

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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>All staff have received sensory circuit training this year and that is being used across the school. Teachers have had access to the get set for PE training sessions and these have been used to support SEND teaching and also to boost teacher confidence in particular areas of the curriculum such as gymnastics. Training logs, feedback from teachers.</p>	<p>Although staff have had opportunities for online training there is still a lack of face to face training opportunities available for PE.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Sensory circuits have supported improved emotional regulation, helping children feel calmer and more ready for learning. The children are familiar with the routines and are already beginning to use the techniques independently in the classroom. All staff have received training, and alongside the sessions led by Jodie, our Sensory Circuits lead, teaching assistants are now running sessions across the school. We maintain a full timetable and register of participating children both in the main sessions and within classrooms. Feedback from class teachers has been very positive, noting that children enjoy the sessions, build strong relationships with Jodie, and return to class in a regulated state, especially when sessions align with natural transition points in the day. Pupil feedback has also been very encouraging, with 100% of children saying they enjoy the sessions and feel they help them—for example, one Year 1 pupil said, "It helps me to calm down," while another shared, "It has helped me to grow up; I used to be the weakest but now I am strong."</p>	<p>Add text here</p>

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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Children at Letchmore are incredibly active and are developing habits that will support them in becoming fit and healthy adults. Through active lunchtimes, sports leaders, playground resources, PE lessons that build physical literacy, and whole-school events such as skipping workshops, Sports Day and the Santa Run, alongside physical activity opportunities within child-initiated learning, pupils are well on their way to achieving 60 minutes of physical activity during the school day. Parents are highly supportive of the school's work in promoting health and fitness. Through the sports newsletter, many families are now aware of the Active 60 campaign, ensure children are appropriately dressed for PE and sporting events, and sign their children up for after-school clubs both in and outside of school. Parents also share their children's sporting successes in the weekly newsletter and enthusiastically support events such as the Santa Run, Sports Day and skipping workshops. The school also keeps families informed about local sports clubs and community events to further encourage active lifestyles.</p>	<p>Add text here</p>
<p>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</p>	<p>Through the Get Set for PE scheme all children have received quality PE lessons with the skills building year on year. Staff have reported that they feel confident delivering the curriculum and have opportunities to develop their own CPD in areas they feel less confident. Assessment is more robust as the teachers are delivering all their own PE lessons. They also plan for additional PE learning during CIL based on what they are seeing in lessons. Received the Barclays equal assess reward. Curriculum plans showing a clear progression of skills. Lesson observations show that children are engaged, and a sequence of skills are being taught across the school. Assessment data across Reception and KS1 is strong with more of our targeted groups reaching ARE than last year.</p>	
<p>5. Increasing participation in competitive sport</p>	<p>The children at Letchmore have had opportunities to participate in a wide range of sports during their PE lessons. They have also experienced enrichment sessions in Athletics (competitive and non-competitive), basketball, tennis, football, gymnastics, skipping, running, fencing, archery and dance. We also discuss in class any major sporting events such as the women's Euros, London Marathon, Rugby world cup and Wimbledon. School calendar, sports club registers, letters to parents, emails, photos, pupil voice after events. 'Santa Run is the best day ever! I beat my laps from last year!' (E Year 1)</p>	<p>There are fewer competitive opportunities for KS1 children. On occasion we haven't been able to attend events due to transport or staffing.</p>

Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

<u>Swimming and Water Safety</u>	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	N/A	N/A
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A	N/A
3. Perform safe self-rescue in different water-based situations	N/A	N/A

Aims for next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
<p>To roll sensory circuits out to more children across the school</p>	<p>Our data continues to show that pupils with SEND and those eligible for Pupil Premium require the most support with their physical development. Following the initial rollout of sensory circuits last year, we have already seen a positive impact on the children involved and would like to extend the programme so that more pupils can benefit this year.</p>	<p>Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Feedback from teacher, pupil voice, physical literacy assessment.</p>
<p>Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups</p>	<p>To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. To ensure our PP pupils are offered opportunities that they may otherwise not get.</p>	<p>Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</p>	<p>Calander, evaluation of events, photos, videos, pupil voice.</p>
<p>Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.</p>	<p>To ensure all children are participating in two hours a week of high-quality PE every week.</p>	<p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	<p>Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice, movement Monday activity log.</p>
<p>Increase home-school engagement in physical activity by sharing information, events, and opportunities that encourage families to support and participate in active lifestyles with their children.</p>	<p>To strengthen the partnership between school and families so that children are encouraged to be active both in and out of school. When parents are engaged and informed, they are more likely to support healthy habits, provide opportunities for physical activity at home, and help children develop positive attitudes towards sport and exercise that can last into adulthood.</p>	<p>Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Parent survey, sporting shoutout, joint events, sports day and sporting events.</p>
<p>Provide regular intra school competition, as well as opportunities for inter school competition and personal challenges. Competition formats to reflect needs of pupils.</p>	<p>To ensure all pupils can access competition to encourage all pupils to participate and enjoy these valuable experiences.</p>	<p>Increasing participation in competitive sport</p>	<p>Calander, evaluation of events, photos, videos, pupil voice.</p>

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

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)	To roll sensory circuits out to more children across the school	TA to set up and support a daily timetable of sensory circuits for a wide range of identified children.. PE premium to be used for staffing, training, resources and set up of sensory circuits.	Sensory circuits will allow better emotional regulation and children ready for learning. The children will know the routines and be able to use the skills learnt in future years. The circuits will also improve the children's physical literacy skills. Staff will become more familiar with how the circuits work and the benefits and will be able to use ideas in their own classrooms and in years to come.	Timetables Pupil voice Teacher feedback Parent feedback Physical literacy assessments
	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	Staffing and Resourcing £12,000

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)	Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups	Working with premier sport and Stevenage sporting Futures to provide enrichment opportunities. Basketball, archery, fencing, athletics, balance bikes for nursery, Santa Run, Mini London marathon. Working with Premier to provide afterschool sports clubs. Continue to provide active lunchtimes with our Year 2 sports leaders. Ensuring resources are maintained.	Pupils, particularly those in key focus groups, will increase their overall levels of physical activity and develop more positive habits towards being active. By providing multiple opportunities to be active during the school day and monitoring participation in physical activity both in and outside of school, more pupils will move towards achieving the recommended 60 minutes of daily physical activity. This should also lead to improved physical development, confidence, engagement in sport, and overall wellbeing.	Club registers, school calendar, feedback from events, photos, videos, pupil voice.
	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	Premier Enrichment Our school run £1451 Resources £1081

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)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Audit of staffs training needs. Sign post staff towards relevant training. Use the training available from get set to PE and Stevenage sporting futures. Teachers to support in enrichment activities to support their own CPD. Supporting teachers to use the get set for PE resources and Physical literacy resources to plan Movement Monday and continuous provision activities. Support staff training for active playtimes.	Staff questionnaires in the Summer to show an increase in teacher's confidence in PE. 80 percent or more of all pupils reaching ARE in the Summer term.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
	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	£800 Staff Training £360 Get set for PE

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)	Increase home-school engagement in physical activity by sharing information, events, and opportunities that encourage families to support and participate in active lifestyles with their children.	PE newsletter, links with Stevenage sporting futures, KS1 games mark, links with premier sport, sports day. Links with Almond Hill. Celebrating sporting achievements on the weekly newsletter . Whole school skipping challenge including parent challenge. Parent questionnaire. Mini London Marathon event, Santa Run.	Increased parent awareness and engagement in physical activity opportunities for their children. More families will take part in school events such as Sports Day, the Santa Run, the Mini London Marathon and the whole-school skipping challenge, including the parent challenge. Parents will have greater awareness of opportunities through the PE newsletter and links with organisations such as Stevenage Sporting Futures, Premier Sport and Almond Hill. Children's sporting achievements will be regularly celebrated in the weekly newsletter, helping to raise the profile of physical activity. Parent questionnaires will show that families feel better informed and more supportive of active lifestyles, with more children participating in clubs and physical activities both in and outside of school.	Parent Questionnaire. Registers, parent feedback.
	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	£0

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)	Provide regular intra school competition, as well as opportunities for inter school competition and personal challenges. Competition formats to reflect needs of pupils.	Organise sports day, personal challenges, skipping challenge., Santa Run, Mini marathon. Book events through Stevenage Sporting Futures including competitions against other schools.	increased participation in both intra-school and inter-school competitions, with competition formats that are inclusive and suited to the needs of all pupils. More children will take part in events such as Sports Day, personal challenges, the whole-school skipping challenge, the Santa Run and the Mini Marathon. Pupils will have regular opportunities to represent the school through competitions organised with Stevenage Sporting Futures, helping to develop confidence, teamwork, resilience and enjoyment of sport. Overall, more pupils will engage in competitive and personal challenge activities and develop a positive attitude towards physical activity and sport.	Register of events, newsletter updates, Calander, evaluation of events, photos, videos, pupil voice.
	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	Stevenage Sporting future £2118

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