

PE and sport premium monitoring and tracking form

2026/2027

Commissioned by



Department
for Education

Created by



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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 2025/26.
- 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 (2025/2026)



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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	We did not offer swimming to our pupils in 2025/2026 due to previously assessing pupil in KS2 against the swimming and water safety standards with nearly all pupils, who were able to, demonstrating the ability to successfully demonstrate the three statements documented in this table. 89% of pupils achieving all three standards.	Due to the demolition of our swimming pool and inability to book elsewhere, we are in a position where we can no longer provide swimming opportunities on site at Stebbing Primary School. As a result, we are currently exploring alternatives to provide swimming for all children who require it in the academic year 2026/2027. These could include offering swimming vouchers, swimming at an alternative site, targeted swimming lessons.
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 (2025/2026)



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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?
Improve the confidence and quality of delivery of the Physical Education curriculum.	Through use of external coaches and internal CPD opportunities - teacher confidence in the curriculum content taught in their year group strengthened. Through the implementation of a thorough assessment system for PE, teachers felt more accurate in their assessment of PE. *Teacher Voice	There are some areas of the curriculum that teachers lack confidence in -continue to provide CPD opportunities in a variety of ways to continue to enhance the teaching and learning opportunities for all pupils.
Provide all children with the opportunities to be physically active for the minimum of 30 minutes per day in school in line with the Chief Medical Officer's guidelines.	Positive PLAYtimes continues to be a huge success with more children engaged in active play. *Observations *Pupil voice.	Some areas of Positive PLAYtimes have become dormant due to lack of enthusiasm towards the activity. Review the activities available to pupils taking on board feedback from Pupil Voice surveys. *Pupil Voice

Review of the last academic year (2025/2026)



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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?
Enable all children to access curricular and extra-curricular learning through the delivery of a broad and balanced curriculum and appropriate resources.	All children have access to a broad, balanced and progressive curriculum both in lessons and during extra-curricular activities.	Next steps - consider how PE lessons can become more inclusive for ALL learners. *PE Lead to liaise with SENCo to organise CPD opportunities specifically looking at providing inclusive PE lessons.
Improve provision of extra-curricular activities and increase participation across all key groups.	Participation in extracurricular activities remains high with support from children and parents. Extra-curricular events at Stebbing are well valued and respected with all children, parents and staff identifying the benefits associated with being part of a team.	Track participation from under-represented groups to identify barriers to accessing the extra-curricular activities.
Ensure all children have the opportunity to take part in competitive sport by funding transport to events.	Where possible, parent transport is utilised but with the new logistical challenges with parent helpers, we are having to rely on booked transport on a more regular basis. Fortunately, we utilise DiGiGo, which provides a much cheaper mode of transport in comparison to coaches which makes the events more doable. This is also part funded through the money raised within our extra-curricular programme to reduce the cost and impact on the SPG.	Over-reliance on funded transport. Continue to look into developing a bank of volunteers who have all passed the appropriate checks to support at events with transport.

Plan, monitor and evaluate (2026/2027)



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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:



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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)	Access for Underrepresented Groups in Extra-Curricular Activities	Fund non-traditional, low-stakes sports clubs (e.g., New Age Kurling, Boccia, Dodgeball, and fundamental movement games) tailored specifically for neurodiverse and SEND pupils. Partner with specialist providers to run dedicated girls-only coaching blocks and enter regional girls' football and multi-sport festivals. Allocate grant funding to cover 100% of transport costs (minibus/coach hire) and provide necessary kit/footwear for all away fixtures and festivals.	A minimum 35% increase in girls' participation across Key Stage 2 extra-curricular sports clubs. 100% attendance of targeted disadvantaged and SEND pupils at regional inclusive sports festivals without financial burden on families. Increased pupil self-esteem and a clear pathway into local community sports clubs (e.g., local development squads).	
	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

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)	Improved Inclusive PE Lessons for All Learners.	Adaptive Equipment Audit: Procure specialist inclusive physical equipment, including bell balls, tactile marking spots, low-resistance bounce gear, soft-foam balls, and adjustable target zones. Visual & Sensory Support Kits: Develop and distribute PE-specific visual communication boards (Widgit/PECS), visual schedule cards, and sensory movement break kits for indoor and outdoor spaces. Specialist Inclusion CPD: Commission expert adaptive sports consultants to conduct a full curriculum audit and deliver practical training on adapting lessons for complex needs.	SEND pupils actively taking part alongside their peers with zero reliance on passive exclusion or non-participatory roles. Measurable reduction in behavior/sensory incidents during PE transitions. Increased teacher confidence in modifying tasks on the spot using the STEP model.	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

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)	Improved Teacher Confidence in All Aspects of Their Curriculum	Subject Leader Release Time: Provide dedicated release time for the PE Lead to conduct coaching drops, review assessment data, and support colleagues. Whole-Staff CPD Twilight Sessions: Deliver practical twilight workshops focusing on fundamental movement skills, managing deliberate errors/growth mindset in physical tasks, and effective formative checking. Interactive PE Curriculum Subscription: Continue to invest in a progressive, whole-school PE scheme (Primary PE Planning). pskilling Mentoring Model: Deploy specialist sports coaches in a 6-week iterative cycle with class teachers and Early Career Teachers (ECTs).	100% of teaching staff reporting increased confidence in planning, delivering, and assessing physical education across all strands. Sustained high quality of PE delivery that remains intact regardless of staffing changes or coach availability. Clear, evidence-based assessment logs showing sequential pupil skill progression across the year.	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

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)	Opportunities for Active Play at Break Time and Lunchtime	Playground Zoning Infrastructure: Design and mark distinct active play zones. Junior Play Leader Training: Train Year 6 pupils as certified Junior Sports Ambassadors/Play Leaders. Midday Assistant (MDA) Training: Deliver targeted CPD for lunchtime supervisors on facilitating active play, managing zones positively, and encouraging disengaged children. Equipment Refresh: Purchase and maintain durable, weather-resistant playground equipment packs (skipping ropes, target nets, hula hoops, balance pods) replenished termly.	A 20% reduction in lunchtime behavioral incidents due to high-engagement, structured play zones. Increased physical readiness to learn and improved pupil focus during post-lunchtime academic sessions. Year 5/6 Play Leaders displaying strong leadership, communication, and emotional literacy on the playground.	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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