

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

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 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:**

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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 focussed 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	Year 5 completed their swimming at Sowerby Bridge pool and received good results with 37/58 passing 25metres award (64%). Changing to year 5 swimming for 2 terms instead of 1, resulted in higher numbers of children passing the NC.	Despite making good progress at the start, we still have 36% of pupils who have not passed their 25 metres award in swimming. We had a number of children who are within 1 level of passing the 25 metres award (28%). There are still children, who have made progress, but are still a way off from passing the 25 metres award.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Year 5 completed their swimming at Sowerby Bridge pool and received good results with 37/58 passing national curriculum (64%). Changing to year 5 swimming for 2 terms instead of 1, resulted in higher numbers of children passing the NC. Students were able to remember each stroke in depth because they were going consistently. This was supported by the swimming coaches, who believed that more progress was made with this approach.	Despite making good progress at the start, we still have 36% of pupils who have not passed their NC in swimming. We had a number of children who are within 1 level of passing the NC (28%). There are still children, who have made progress, but are still a way off from passing the NC.
3. Perform safe self-rescue in different water-based situations	100% of Year 5 pupils completed their water safety sessions.	This is not revisited and children may struggle to apply this to open water scenarios. We intend to invite Yorkshire Water into school to deliver further work on this.

# Review of the last academic year (2024/2025)



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  - We entered into every competitive sports competition on offer so that the children are given as many opportunities as possible to be involved in sporting activities/competitive sport.
  - We managed to take a gymnastics team to the British Finals, where they represented Yorkshire. A mixed pair and a boys pair all qualified for the British finals. A girls team of 6 missed out on attending this by one place and a girls pair missed out on attending this by just 2 places.
  - We hosted our annual Sports Day. This proved to be a huge success across both sites and ran smoothly. We continued with our altered format of the KS2 Sports Day to be more focused on inclusivity. This ran smoothly with mostly good reports from the parents.
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  - We entered into 4 different football leagues and the Year 3 and 4 Boys team won their league, as did the Year 5 and 6 Girls team.
  - We took part in the 'Everybody dance now' competition, finishing second.
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  - 3<sup>rd</sup> Annual Health Week – We had our third annual Health Week in which the children: were introduced to new sports (pickleball, contemporary dance, basketball); had inspirational speakers (paralympic athlete, current rugby league international); were shown how to live a healthy lifestyle (yoga, Phunky Foods) and had coaches come in to work with the children (Halifax Town FC in the community).
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  - National sports week – Heath Rugby Club came in to deliver some coaching and sessions.
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  - Links to local clubs to promote sport outside of school (heath).
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  - Colour run – All of Year 6 took part with a focus on living an active lifestyle.
  - Sports council have taken part in pupil voice throughout the year, represented the school in a basketball workshop in health week, led warm up in PE, helped restructure the PE equipment and helped the sports coach set up and put away PE equipment.
  - Play leaders – had training with our sports coach and now independently work at break time to set up and run structured games.
  - KS2 took part in a strength school project, learning to have an appropriate method of self defence.
  - We introduced the children to different sports activities and hosted our judo club, strength school club, skateboarding club, karate club and squash club.
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  - Swimming was successful with a changing focus to just year 5 attending sessions, in order for us to get more children passing the NC requirements.
  - PE leads delivered training on the PE curriculum and inclusive practise to the Teamworks students.
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  - Sports Coach and PE lead delivered a case study to Yorkshire Sport related to girls participation.



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Our sports coach has worked with our teachers in 50% of lessons to support them with their understanding and confidence when teaching PE. Teachers then have the opportunity to teach their own lessons 50% of the time to put their understanding into practise. Sports coach is also available to lesson ideas and support when needed. CPD was delivered to support staff in understanding the new approach to sports day as this also impacted on how they taught their PE lessons. Sport and Health Managers completed training for future teachers at the SCITT.</p>	<p>Some staff have mentioned that they would like some more CPD in teaching certain areas of PE and planning a sequence of activities that flow well and show progress.</p> <p>Staff have also asked for CPD around supporting children with additional needs/behavioural needs in PE lessons.</p>
<p><b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Due to there being more resources at play times, more children were able to be physically active. Play leaders have undergone training with our sports coach and are delivering more sessions at play times.</p> <p>We purchased an outdoor container to store playtime equipment. This resulted in children having more access to playtime equipment and therefore were more active at playtime.</p> <p>We had a wide range of external sports club to offer a wider range of sporting opportunities. This included: Karate, Strength school, Judo, skateboarding and dance.</p>	<p>Some parents opt for their children to take part in clubs without speak to their child first, meaning that their child is in attendance but does not want to be there. This impacts participation and engagement.</p> <p>There are children who despite the range of activities on offer, still don't want to take part. Our sports council will be working on this in the 2025/26 academic year.</p>

	<p>A range of lunch time and after school clubs were on offer throughout the year, including: girls football and boys football, gymnastics, tag rugby, KS1 cricket.</p> <p>Health Week – We had our third annual Health Week in which the children: were introduced to new sports (pickleball, contemporary dance, basketball); had inspirational speakers (paralympic athlete, current rugby league international); were shown how to live a healthy lifestyle (yoga, Phunky Foods) and had coaches come in to work with the children (Halifax Town FC in the community).</p> <p>National sports week – Heath Rugby Club came in to deliver some coaching and sessions.</p>	
<p><b>3. Raising the profile of PE and sport across the school, to support whole school improvement</b></p>	<p>We entered into every competitive sports competition on offer through the school games to ensure a range of sports were on offer to the children. This resulted in Greetland being awarded the Gold mark through the school games for the fourth time.</p> <p>Children competed at an array of levels, from local and uncompetitive to regional and national level for football and gymnastics.</p> <p>Work has gone into PE on the school website. We have updated the curriculum overview, the how to guide, a range of photographs to highlight PE being taught and an outline of units for each year group.</p> <p>-Sports council have taken part in pupil voice throughout the year, represented the school in a basketball workshop in health</p>	



	<p>week, led warm up in PE, helped restructure the PE equipment and helped the sports coach set up and put away PE equipment.</p>	
<p><b>4.</b> 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>Sports coach and Sport and health manager completed a case study looking into equality in PE and sport and ensuring that girls and boys have equal opportunities.</p> <p>Ensured we have girls and boy representatives whenever possible, including our football, gymnastics and cricket teams.</p> <p>Range of SEND specific competitions aimed at targeted children: ten pin bowling, new age kurling.</p> <p>Colour run – All of Year 6 took part with a focus on living an active lifestyle.</p> <p>Sports Day – We ran our second sports day with a focus on inclusivity for all. All children took part in a carousel of activities featuring a range of different fundamental movement skills. All children had the opportunity to complete 10 events.</p>	<p>After the sports council met, they devised a list of clubs that still weren't on offer. As a result, we have planned for some of these to be delivered in the 2025-26 academic year (scooter club and cheerleading club).</p> <p>We still find that girls participation in sport as they get older isn't as strong as it is when they are younger and this is something that we will be looking at in the next academic year.</p>

<p><b>5. Increasing participation in competitive sport</b></p>	<p>Children competed at an array of levels, from local and uncompetitive to regional and national level for football and gymnastics.</p> <p>We entered into every competitive sports competition on offer through the school games to ensure a range of sports were on offer to the children. This resulted in Greetland being awarded the Gold mark through the school games for the fourth time.</p> <p>Competed at regional finals for Cross country.</p> <p>Had a trained dance teacher work with our Year 5 and 6 children to choreograph a dance that was performed in the Great Dance Off at the Victoria Theatre.</p> <p>Competed in the Half-time cup at Halifax Football Club at the Shay Stadium.</p> <p>Introduced Intra-school competitions at lunch in which different classes and year groups competed in competitive cricket matches.</p> <p>Developed a Trust-school relationship with Bowling Green and West Vale to encourage competitive sports and introduce new sports. This led to our first netball match in 7 years and lots of opportunities for children who don't always get the chance to take part in competitive sports.</p> <p>We took part in the 'Everybody dance now' competition, finishing second.</p>	<p>We still find that girls participation in sport as they get older isn't as strong as it is when they are younger and this is something that we will be looking at in the next academic year.</p>
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# 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 focussing 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	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

# Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Increased number of children to pass NC and the 25 metres award.	To improve our results on last years data and to have more children who can confidently swim 25m.	More children who can safely swim correctly	Data from Swimming Instructors at the end of the year
Increased number of children to effectively swim a range of strokes.	To improve our results on last years data and to have more children who can confidently swim using a range of strokes correctly.	More children who can safely swim correctly	Data from Swimming Instructors at the end of the year
To have more PP children pass the NC for swimming.	To improve on last years data and have more PP children who have passed their NC for swimming.	More children who can safely swim correctly	Data from Swimming Instructors at the end of the year
To provide top up swimming for the children in year 6 who didn't pass the NC last year.	For more children to have passed their NC award for swimming and as a result, be more confident/safer swimmers before they leave and go to high school.	Top up swimming – More children who can safely swim correctly before they leave us to go to secondary school	Data from Swimming Instructors at the end of the year

# 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 focussing 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)

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
<b>Plan and monitor</b>	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
<b>Evaluate</b>	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:

*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*



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	<p>Spend money to buy new equipment for EYFS, KS1 and KS2 pupils.</p> <p>A wider variety of sports available to all children at KS2 in after school clubs and lunch time clubs – increase % of participation and targeted increase term on term. More opportunity to take part in daily physical activity.</p>	<p>More resources for PE lessons and after school clubs to be able to offer a wide range of sporting opportunities for our children,</p> <p>All classes will receive a play time equipment boxes with a range of new resources to encourage them to keep active at play times and lunch time. Encourage and support pupil premium children in attending sporting opportunities. Offer breakfast club sporting opportunities.</p>	<p>A higher percentage of children taking part in regular sporting activities/clubs. A focus on PP children. More children being active at play times through independent play and more structured/organised games.</p>	<p>Pupil Voice</p> <p>Discussions with the sports coach</p> <p>Data from sports clubs</p> <p>Range of clubs on offer</p> <p>Meetings with sports council</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>				



## Your Objective:

*Increasing participation in competitive sport*



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	<p>Enter into all available sporting opportunities through The School Games Mark.</p> <p>Continue to have high expectations and encourage all children to take part.</p> <p>Targeted opportunities for SEND and PP.</p> <p>Inter/Intra-School Competitions – Take advantage of our relationships with local schools.</p>	<p>Sign Up to the School Games Mark.</p> <p>Use sports coach to enter us into every sporting opportunity and enable up to attend these events. Keep up to our high expectations as seen in previous years.</p> <p>Enter specific SEND events and allow/encourage SEND children to take part in non-specific SEND sporting events.</p> <p>Encourage and support pupil premium children in attending sporting opportunities. Offer breakfast club sporting opportunities.</p> <p>Organise games/matches against our local MAT schools and take advantage of our relationship.</p>	<p>We should receive our platinum award for Healthy schools due to achieving the gold standard for the previous 4 years.</p> <p>More PP and SEND children taking part in sporting opportunities.</p> <p>More children taking part in sporting events.</p>	<p>Pupil Voice</p> <p>Discussions with the sports coach</p> <p>Data from sports events</p> <p>Range of opportunities on offer</p> <p>Meetings with sports council</p> <p>School Games Mark Award</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>				

## Your Objective:

*Raising the profile of PE and sport across the school, to support whole school improvement*

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	<p>Health Week - Take advantage of this week to raise the profile of PE and sport.</p> <p>Promote sporting competitions</p> <p>Ensure that staff have access to a full range of safe and appropriate sporting equipment</p> <p>Take advantage of the sports council.</p> <p>Celebrate sporting success through assemblies and use of Seesaw</p>	<p>Use Health week to promote PE and sports. Give children the opportunity to take part in new sports and encourage participation. Use role models throughout this week to encourage participation.</p> <p>Ensure that staff have access to a wide range of resources, allowing them to plan fun and engaging lessons/clubs for children.</p> <p>Use the sports council to see what clubs would encourage more children to take part in sporting activities and try to implement these.</p> <p>Continue to ensure that children's achievements in sport are celebrated in assembly and posts are put on Seesaw to show our pride in their performance.</p>	<p>More children taking part in physical activity and clubs.</p> <p>More children understanding why physical activity is important to a healthy lifestyle.</p> <p>More children taking part in sporting competitions.</p> <p>Higher percentages of PP and SEND children taking part in sporting opportunities.</p> <p>Children becoming inspired by others and therefore increasing participation.</p>	<p>Sports Council discussions</p> <p>Discussions with Sports Coach</p> <p>Data from club registers</p> <p>Data from competition registers</p> <p>Health Week Timetable</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

<b>Evaluate</b>				

## Your Objective:

*Increasing engagement of all pupils in regular physical activity and sporting activities*

	<b>Intent – what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
<b>Plan and monitor</b>	<p>Ensure that all children have a range of resources/equipment to encourage physical activity at play times and lunch times.</p> <p>Sports coach to deliver extra physical activity at breakfast club.</p> <p>More children to take part in extra curricular activities.</p> <p>Health Week - All children to take part in a range of new activities and to understand the importance of healthy lifestyles.</p> <p>Wider range of sports available to increase the chances of finding 'a sport for everyone'.</p>	<p>Provide a range of new equipment to support both play at break and lunch time and also to ensure that PE lessons are as effective as they can be.</p> <p>Entry to the Calderdale School Games Program in order to enter a wide range of sporting opportunities.</p> <p>Sports coach to deliver structured/organized games and free play at breakfast club to encourage physical activity.</p> <p>New system for gaining a place in a club rather than first come first served. Introduce new and exciting clubs.</p> <p>Wide range of external (Judo,</p>	<p>More children taking part in physical activity.</p> <p>Children to understand the importance of physical activity and healthy lifestyles.</p>	<p>Health Week</p> <p>Sports Club data</p> <p>Sports competition data</p> <p>Sports Council</p>



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	<p>All staff to feel confident in planning and delivering a well structured sequence of lessons in all units, ensuring that they allow for good progression of all pupils.</p> <p>Many staff having opportunities to see Greetland children compete and represent the school.</p>	<p>Professional development and mentoring in PE lessons and clubs from a Sports Coach (Mr Bade) to help with confidence and the delivery of high-quality lessons both at KS1 and KS2.</p> <p>Team teaching with sports coach</p> <p>CPD opportunities when needed to support staff</p> <p>Different staff attend sporting events throughout the year.</p>	<p>All staff feeling confident when teaching PE or know where to go to find support.</p> <p>Staff see the importance of sport and PE to the children.</p>	<p>Staff survey to find out any areas staff believe they need CPD in</p> <p>Staff meetings</p> <p>Sports coach</p> <p>CPD opportunities given</p> <p>Subject monitoring by Sports Leaders</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>				

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