

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.

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	Swimming lessons were delivered by the school's previous swimming provider (Aqualympic). Whilst the majority of pupils successfully met the National Curriculum swimming and water safety requirements, exact attainment figures could not be verified due to limitations in the provider's assessment and tracking systems, which did not record pupil progress in sufficient detail.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	To improve the accuracy and reliability of assessment data, a new swimming provider (Solihull SwimStars) was commissioned for the 2025–2026 academic year, introducing a more robust system for tracking pupil attainment against the National Curriculum requirements.	
3. Perform safe self-rescue in different water-based situations	To address the absence of reliable historical data, pupils were reassessed during Year 6. These assessments confirmed that almost all pupils met the expected standard. Only one pupil was identified as not yet achieving the required National Curriculum outcomes and was advised to continue swimming lessons outside of school to further develop their swimming competence, stroke proficiency and water safety skills.	

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	A comprehensive programme of professional development was implemented throughout the academic year, providing regular CPD opportunities for all teaching staff. Specialist coaches and external providers, including Football Skills School (FSS), Chris Shipway and Tri-Golf, worked alongside staff to model high-quality teaching and develop subject knowledge. As a result, staff confidence in delivering PE increased, evidenced through staff surveys and informal feedback. Teachers demonstrated improved confidence in adapting lessons to meet the needs of all pupils, providing effective differentiation and ensuring clear progression of skills across year groups. The school's PE schemes of work became fully embedded across all year groups, resulting in greater consistency in lesson delivery and assessment. Learning walks, pupil voice and lesson observations indicated improvements in the quality of PE teaching, with pupils reporting greater enjoyment, confidence and understanding of the skills being taught. Following the Ofsted inspection, additional CPD was delivered to further strengthen staff confidence in using the PE schemes, ensuring the sustained impact of professional development across the school.	Although staff confidence continued to improve, some teachers required additional support to become fully confident in delivering less familiar units of work independently. The reliance on specialist coaches for certain activities highlighted the need to continue building internal expertise to ensure long-term sustainability. To address this, further bespoke CPD and opportunities for team teaching and peer observation will continue to be prioritised, ensuring all staff feel equally confident delivering the full breadth of the PE curriculum. Curriculum platforms are to be reviewed following staff feedback.

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?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The school continued to provide a wide range of opportunities for pupils to participate in regular physical activity through curriculum PE, active playtimes and lunchtimes, extracurricular clubs and targeted intervention programmes. Participation data demonstrated consistently high levels of engagement across the school. Targeted provision successfully increased participation among pupils with SEND, Pupil Premium and those with behavioural or pastoral needs. These pupils were provided with additional opportunities to engage in structured physical activities, promoting inclusion and ensuring that all children were able to access and enjoy physical activity. Pupil voice gathered throughout the year indicated that children enjoyed the wider variety of activities available during playtimes and lunchtimes. The introduction of more inclusive games encouraged greater participation from pupils who may previously have been less active or less confident in sporting activities. Staff also reported positive behavioural and social outcomes, with targeted pupils demonstrating improved confidence, teamwork, resilience and engagement both during physical activities and within the wider school environment. The inclusive nature of the provision contributed to increased enjoyment of physical activity and supported pupils' overall wellbeing.	Whilst participation remained high overall, a small number of pupils continued to require additional encouragement to engage consistently in physical activity, particularly during unstructured times such as playtimes and lunchtimes. Continuing to develop a wider range of inclusive activities and targeted interventions will help ensure that all pupils remain active and engaged throughout the school day. Further opportunities to gather and analyse participation data will also support the school in identifying groups requiring additional support and evaluating the long-term impact of initiatives on pupil engagement.

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 and school sport continued to have a high profile across the school, contributing positively to pupils' physical development, wellbeing and wider personal development. A range of structured opportunities, including Football Skills School (FSS) sessions and targeted playtime activities, enabled pupils to further develop their fundamental movement skills, physical fitness and teamwork. The use of Sports Leaders significantly enhanced the quality of playtimes and lunchtimes. Sports Leaders organised and led inclusive activities, encouraging greater participation across all year groups while promoting positive behaviour, cooperation and leadership skills. Staff observations indicated improvements in teamwork, communication and pupil engagement during unstructured times. Participation data demonstrated consistently high levels of engagement in PE, extracurricular activities and active play opportunities. Pupil voice also reflected a positive attitude towards PE and school sport, with many children reporting increased enjoyment, confidence and motivation to participate in physical activity. The impact of these initiatives was further evidenced through improvements in POP Task results, demonstrating enhanced motor competence and physical literacy across the school. Collectively, these outcomes have reinforced the importance of PE and sport as a key contributor to whole-school improvement.	Although the profile of PE and sport remained high, engagement in some leadership opportunities and extracurricular activities varied across year groups. Further work is required to ensure that all pupils have equal opportunities to take on leadership roles and participate in a broad range of sporting activities. Moving forward, the school will continue to expand leadership opportunities, monitor participation data and gather regular pupil voice to ensure PE and sport remain central to promoting positive behaviour, physical wellbeing and whole-school improvement.

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?
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	The school continued to provide a broad and inclusive range of physical activities, ensuring that all pupils had equal opportunities to participate regardless of gender, ability or background. Targeted provision was implemented to increase physical activity among pupils with SEND, those in receipt of Pupil Premium funding and pupils with identified behavioural or pastoral needs, helping to remove barriers to participation. Football Skills School (FSS) delivered structured lunchtime activities, providing additional opportunities for pupils to be physically active outside of curriculum PE. These sessions promoted engagement, enjoyment and skill development while encouraging pupils who may not otherwise access extracurricular sport to participate regularly. Sports Leaders played a key role in supporting active lunchtimes by organising and leading inclusive games and activities for younger pupils. This increased participation across the school, encouraged positive social interaction and ensured that physical activity opportunities were accessible to both boys and girls. Participation data and pupil voice demonstrated that pupils valued the wider range of sporting opportunities available and felt encouraged to take part. The school's inclusive approach contributed to increased engagement in physical activity and ensured that all pupils had equitable access to sport and active play.	Whilst participation was strong across the school, some targeted pupils required continued encouragement and support to engage consistently in physical activity. There is also scope to further broaden the range of activities offered to ensure that every pupil can find sports and physical activities that match their interests and strengths. The school will continue to develop inclusive lunchtime provision, expand opportunities for alternative sports and monitor participation by key groups to ensure equal access and sustained engagement for all pupils.

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?
5. Increasing participation in competitive sport	The school provided a broad programme of competitive sporting opportunities throughout the academic year, enabling pupils of all abilities to represent the school and experience competitive sport. A programme of nine extracurricular sports clubs was offered, providing pupils with regular opportunities to develop their skills and prepare for competition. Pupils participated in over 10 inter-school competitive sporting events across a range of sports, alongside ongoing participation in local football and netball leagues. The school remained committed to ensuring that competitive sport was accessible to all pupils. Participation data demonstrated that 96% of Pupil Premium pupils participated in at least one competitive sporting event during the 2024–2025 academic year, reflecting the school's inclusive approach and commitment to removing barriers to participation.	Although participation levels were high, opportunities to engage in competitive sport varied between year groups and sporting disciplines due to fixture availability and external competition schedules. The school will continue to broaden its competitive sporting offer.

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*

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 meters	Swimming lesson provider was changed and lessons were delivered by Solihull SwimStars in line with the National Curriculum requirements for swimming and water safety. Of the 120 Year 4 pupils, 101 met all three National Curriculum swimming requirements during the standard programme of lessons. The remaining 19 pupils participated in an additional programme of catch-up swimming lessons to further develop their swimming technique, stroke proficiency and water safety knowledge. Following the additional provision, 118 out of 120 pupils successfully met all National Curriculum swimming and water safety requirements by the end of the teaching block.	The remaining 2 pupils , who have not yet met the required standard, have been identified for further targeted catch-up swimming provision in Year 6 to support them in achieving the National Curriculum expectations.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aim	Why?	Key Area	Supporting evidence
To terminate use of Real PE platform, using The PE Hub as our PE scheme. Rewrite school curriculum offer in accordance with new PE platform and provision of wider sporting opportunities.	Following consultation with staff and pupils, the school intends to discontinue the use of the Real PE scheme and adopt The PE Hub as its primary PE curriculum. Feedback from staff and pupils has indicated that the current Real PE scheme does not fully meet the needs of our KS2 pupils. Pupils have reported that lessons can be repetitive and do not provide sufficient challenge, while staff have identified limited progression and a lack of breadth to support consistently high-quality PE teaching. The introduction of The PE Hub will provide a more progressive, skills-based curriculum with clear progression across year groups, greater opportunities for differentiation and enhanced support for teachers.	Increasing staff confidence, knowledge and consistency in delivering high-quality PE through targeted CPD and a comprehensive curriculum framework. 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	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
To provide staff with CPD opportunities ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	By providing regular, targeted CPD opportunities, the school aims to develop teachers' subject knowledge, pedagogical skills and confidence so that they can deliver engaging, inclusive and progressive PE lessons for every pupil. Investing in staff development ensures consistency in teaching across the school, improves pupils' learning experiences and supports better outcomes in physical literacy, skill development and participation. The school aims to build sustainable expertise within the school, enabling teachers to deliver high-quality PE independently and confidently.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupil attainment data, lesson observation and learning walks.



Aim	Why?	Key Area	Supporting evidence
Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels.	To increase participation in regular physical activity by ensuring all pupils have access to a broad range of sporting opportunities throughout the school day. To ensure that pupils will be active on average 60 minutes a day, 7 days a week.	Increasing engagement of all pupils in regular physical activity and sporting activities Increasing participation in competitive sport	Monitor and track pupil engagement in extracurricular clubs, competitive sporting events and wider physical activity opportunities to identify pupils who are less engaged and provide targeted support. Continue to attend as many inter-school competitions as possible to broaden pupils' sporting experiences and inspire lifelong participation in sport. Football Skills School (FSS) lunchtime provision will continue to provide structured physical activity, ensuring pupils who are unable to attend before- or after-school clubs still have regular opportunities to be active.

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*

Your objective: ensure all pupils meet the minimum requirement in swimming.



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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 provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Following our core curriculum and water safety lessons we will identify Year 6 pupils for top-up swimming and make arrangements with swimming providers.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term.	Swimming assessment data and reports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Of the 120 Year 4 pupils, 101 met all three National Curriculum swimming requirements . The remaining 19 pupils participated in an additional programme of catch-up swimming. Following top-up sessions, 100% of year 4 pupils met National Curriculum requirements for swimming. Following top up sessions in Year 6, only 2 pupils did not meet the required standard (1.7%). Advice given to parents to encourage swimming lessons outside of school.	Yes. The same swimming providers will be utilized next year. The timetable is ring fenced to ensure accurate assessment of all children's swimming abilities. Catch up lessons are accounted for on the timetable to allow for any pupils needing additional support.	Swimming assessment reports and data.	N/A – The PE and sports premium budget should not include swimming pool hire as swimming lessons are statutory under the National Curriculum.

Your objective: Change PE scheme platforms and offer a broader range of sports through new curriculum provision



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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 terminate use of Real PE platform, using The PE Hub as our PE scheme. Rewrite school curriculum offer in accordance with new PE platform and provision of wider sporting opportunities.	The PE Hub introduced as the school's new PE curriculum, replacing the Real PE platform. A revised whole-school curriculum developed to ensure clear progression of knowledge and skills across all year groups, with a broader range of sports and physical activities included to enhance pupils' learning experiences. Staff receive targeted CPD and ongoing support to ensure confidence in delivering the new curriculum effectively. PE Lead will provide guidance through staff meetings, team teaching, lesson modelling and curriculum resources to promote consistency and high-quality teaching across the school. The implementation of the new curriculum will be monitored through learning walks, lesson observations, staff feedback and pupil voice.	High-quality, progressive and engaging PE curriculum that meets the needs of all pupils. Increased staff confidence and consistency in delivering PE, supported by high-quality planning, assessment and ongoing professional development. Pupils will experience a broader range of sports and physical activities, leading to higher levels of engagement, enjoyment and participation in PE lessons and extracurricular opportunities..	Team teaching, learning walks, lesson observations, pupils activity trackers.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	A more progressive and engaging PE curriculum, with clear progression of knowledge and skills evident across all year groups. Staff have responded positively to the new scheme, reporting increased confidence in planning and delivering PE lessons due to the high-quality resources, clear lesson structure and ongoing CPD provided Lesson observations and learning walks have demonstrated greater consistency in the quality of PE teaching across the school.	The improvements are sustainable. They are embedded within the school's curriculum and teaching practice rather than relying on external providers. The PE Hub provides a comprehensive, progressive scheme of work with clear long-term planning, assessment tools and teaching resources, ensuring consistency in PE delivery across all year groups. Regular CPD, staff meetings, team teaching and ongoing support from the PE Lead have developed teachers' confidence and subject knowledge, enabling staff to deliver high-quality PE independently.	Staff feedback, lesson observations, pupil voice, data for physical activity assessment tracked.	PE hub subscription: £250 Cost of new equipment for program delivery: £7540.26

Your objective: provide staff with CPD opportunities ensuring all teachers are confident in delivery of High Quality Physical Education.



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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 provide regular, high-quality CPD opportunities that develop teachers' subject knowledge, pedagogical skills and confidence, enabling them to deliver engaging, inclusive and progressive PE lessons for every pupil. To build sustainable expertise within the school by ensuring all staff can independently deliver high-quality PE.	Regular, targeted CPD opportunities provided throughout the academic year to develop staff confidence, subject knowledge and pedagogical practice in PE. Training will include staff meetings, whole-school CPD sessions, team teaching, lesson modelling and one-to-one support from the PE Lead and specialist coaches. Specialist coaches and external providers will be used strategically to work alongside teachers, modelling high-quality practice and enhancing staff expertise across a range of sports and physical activities. The PE Lead will provide ongoing guidance, curriculum resources and support to ensure consistent implementation of The PE Hub scheme across all year groups.	All staff will be confident and competent in delivering high-quality PE lessons that are engaging, inclusive and progressive. Teaching will be consistent across the school, with lessons demonstrating clear progression, effective differentiation and high levels of pupil engagement. Increased participation, positive pupil voice and improved learning outcomes will demonstrate the effectiveness of teaching.	The impact of CPD will be monitored through learning walks, lesson observations, staff surveys and pupil voice. Feedback from these monitoring activities will be used to identify further training needs and ensure continuous improvement in the quality of PE teaching across the school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The quality of PE teaching has improved across the school. Staff demonstrate increased confidence in planning and delivering lessons and are more secure in their subject knowledge. Children enjoy PE and are enthusiastic about participating in lessons. High levels of participation and engagement across all year groups. Pupils are eager to participate in inter-school competitions and sporting events, reflecting their growing confidence, enjoyment and commitment to physical activity.	The improvements are sustainable because staff confidence and expertise have been developed through ongoing professional development rather than reliance on external coaching. Teachers now have access to a high-quality curriculum, comprehensive planning resources and regular support from the PE Lead, enabling them to deliver PE independently and consistently. A culture of continuous professional development has been established, with staff encouraged to seek advice, share good practice and engage in further training where required	The use of learning walks, lesson observations, staff feedback and pupil voice provides ongoing quality assurance	Sports coaches for staff CPD: £640

Your objective: Provide access to multiple opportunities to be physically active.



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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.	A wide range of opportunities for physical activity will be provided throughout the school day, including high-quality PE lessons, structured lunchtime activities, extracurricular clubs and participation in inter-school competitions. Football Skills School (FSS) will continue to deliver active lunchtime provision, ensuring that pupils who are unable to attend before- or after-school clubs have regular opportunities to be physically active. Participation in extracurricular clubs, competitions and wider sporting opportunities will be monitored and tracked to identify pupils who are less engaged in physical activity.	An increase in the number of pupils participating regularly in physical activity throughout the school day, including PE lessons, active lunchtimes, extracurricular clubs and competitive sport. Targeted monitoring will enable the school to identify and support pupils who are less engaged, resulting in increased participation from key focus groups,	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Complete PE's PA assessment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupil participation in physical activity has increased across PE, lunchtimes, extracurricular clubs and competitive sport. Tracking has enabled targeted support for less active pupils, increasing engagement across key groups. Pupil voice reflects greater enjoyment of physical activity, while staff and external coaches report high levels of engagement, positive behaviour and enthusiasm for school sport.	Physical activity opportunities are embedded into the school day through PE lessons, structured lunchtimes, extracurricular clubs and competitive sport. The sustainability of the enhanced lunchtime provision delivered by external coaches, such as Football Skills School, is dependent on the future Government Primary PE and Sport Premium funding arrangements. Should funding continue to support the use of external providers, the school will be able to maintain this additional provision. If funding arrangements change, alternative approaches will need to be explored to ensure similar opportunities remain available for pupils.	External physical activity trackers outlining the amount of activity pupils' access. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Complete PE's PA assessment.	Lunch time sports coaches: £5446 Coaches for targeted provision groups: £3093 Coach travel to events: £710 Cost of SSSP for competition engagement: £2500

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Shirley Heath Junior School

has achieved the Platinum School Games
Mark award for their commitment and
engagement in the School Games for 2025/26.

