Department for Education



Part A

PE and Sport Premium transition toolkit

Monitoring form

2026/27 academic year

Department for Education

Part A PE and sport premium transition toolkit Monitoring form

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- It is intended that this monitoring form 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 up 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 your PE and sport premium funding in 2026/27.
- 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 form includes swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons following the completion of core-swimming 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 2026 to 2027 - GOV.UK
- The grant also supports the Inclusion 2024 Inclusive PE hub an online platform of resources to help schools make PE and sport more inclusive.
- Swimming and Water Safety

Review of the last academic year (2025/2026)

Department for Education

- 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	• **100% of children achieved this** • Evidenced on Swimming assessment tracker based on information and data collected poolside by the swimming teacher.	• 43% of children started at school in or after Year 3 and didn't have experience of swimming or swimming lessons before they started school with us. We planned in extra sessions for the children to support them achieving this target and they met the Y6 expectation.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• **100% of pupils in year 6 can use a range of strokes effectively.** • Evidenced on Swimming assessment tracker based on information and data collected poolside by the swimming teacher.	• 43% of children started at school in or after Year 3 and didn't have experience of swimming or swimming lessons before they started school with us. We planned in extra sessions for the children to support them achieving this target and they met the Y6 expectation.
3. Perform safe self-rescue in different water-based situations	• **100% of pupils in year 6 can perform safe self-rescue.** • Evidenced on Swimming assessment tracker based on information and data collected poolside by the swimming teacher.	• 43% of children started at school in or after Year 3 and didn't have experience of swimming or swimming lessons before they started school with us. We planned in extra sessions for the children to support them achieving this target and they met the Y6 expectation.

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?
1. Develop lunchtime play provision to increase activity for least active groups.	• Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Lunchtime 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. • 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 lunchtime supervisors. Establish lead lunchtime 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?	• All activity leaders want to carry on supporting the children who will take over the role next year. Current Year 4 have had training to implement this as Year 5 with Year 6 support. That means that 20 children have been trained in supporting activity and play development at lunchtime. 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 children 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 - 100% Yes • - Do I enjoy lunch time? 98% Yes • - Have I joined in with a game with the activity leaders? 100% Yes

Review of the last academic year (2025/2026)

Department for Education

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Staff have identified Gymnastics as the next area of PE where confidence is not as high as other areas. To develop staff skills in teaching gymnastics skills to develop children's abilities and skill progression.	• Staff feel supported and had chance to ask questions of the experts before they left after the training. Hands on creating in INSET gave a dynamic approach to the issues children may face and the misconceptions they may have. All feedback from staff has been positive so far. Comments have been made about how much preparation each session requires and whether laminating is for the best with regard to cards. Decision taken not to. JB feels that the preservation of key components that won't change is an effective use of time. • Staff confidence improved in teaching Gymnastics sequences within a lesson and over various lessons. • Staff knowledge and confidence increased in supporting children to achieve the various skills as above. • Teachers from all classes trained even if they were not delivering Gymnastics this year. Headteacher also undertook training INSET. Teaching Assistants also in sessions to develop skills and assessment techniques. • Progress in children's development seen and commented on by Millie. Staff development discussed with Millie each week. Creative Monitoring document linked to School Action Plan.	• PE subject lead would have liked to be available for more sessions to go in and support teacher alongside Millie to gain expertise in different classes. This happened in Y5/6 and Y3/4 for 1 session. Buy time out of class next time to experience this more.

Review of the last academic year (2025/2026)

Department for Education

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. To ensure all children are participating in two hours a week of high-quality PE every week including swimming.	• 2 hours of PE a week for each class with extra sports sessions added in periodically throughout the year. • Children enjoying a variety of PE lessons and sports including swimming. • Children in Y2 had a term of swimming lessons. All children in KS2 had 2 terms swimming lesson minimum. Those who needed more had more in Y6. SEND child also had more. • School has a swimming training book with QR codes for staff to learn how to teach strokes etc. Staff now ask what is being taught the following week so they can go to the pool prepared to support teaching. • Teachers from all classes trained even if they were not delivering Gymnastics this year. Headteacher also undertook training INSET. Teaching Assistants also in sessions to develop skills and assessment techniques. • Progress in children's development seen and commented on by swimming staff and certificates given. Staff development discussed with pool staff. Creative Teams Report to Governors. document linked to Monitoring and School Action Plan.	• The pool have had staffing issues so it has made it difficult to know in advance what is going to be taught and therefore to make the best use of the QR coded support tools purchased. Next year they are employing a new swimming teacher so this will hopefully resolve itself.

Review of the last academic year (2025/2026)

Department for Education

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
4. To ensure that all pupils will be active on average 60 minutes a day, 7 days a week	• Children have access to activities and equipment at lunchtimes and at breaktimes before school, in the morning and afternoon increasing the time they have to be active participants in sports from 1 hour to 1 hour 35 minutes a day. • Greater participation throughout the day. Improvements in behaviour issues at lunchtimes. Some children needing calm time after lunchtime to reintegrate into class. • All improvements sustainable with sustained funding. • More children recognised for their sporting activities • Photographs on Facebook of other sporting activities outside of school.	• Difficult to monitor activities undertaken at weekends.
5. All children in Year 6 meet the swimming requirements	• Y2-6 had swimming lessons and enjoyed learning to swim. They have made progress towards the end of Y6 expectations. Some children have achieved an introduction to water safety. All children have made progress in stroke development. • 100% achievement on all three Year 6 expectations. • Changes in how swimming is funded (Sport Premium changes) mean we may not be able to swim all year round. We await updates. • The swimming pool are now charging for swimming separately to the transport to the pool which has to be organised with the coach company. This will have an impact on admin and organisation. It may be worth looking in the future at extending the length of the swimming session to cut down on costs of transportation and whether the children would get more out of it or achievement levels would be the same, increase or decrease. • Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• Data can't be added to PE Passport because the lessons at the swimming pool do not follow the plans on the APP.

Review of the last academic year (2025/2026)

Department for Education

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
6. Participation in School Sports Networks **For all children to have access to and participate in activities in school and in extra-curricular activities.**	• All children in EYFS, KS1 and KS2 have had access to and participated in sporting activities in school time. • Sporting activities used as rewards for House Points rewards. • Inter house dodgeball tournament. • Children in KS2 have had access to and participated in extra-curricular activities after school. • GSSP – Participation rates are high and now only a few children not accessed something with this this year. Aiming to involve all children in Y3-6. We have had to cancel participation in some events due to low numbers of attendance and clashes with other diary events. • LHSSN – Children excited to learn and participate in Gymnastics and other activities provided by the group – dodgeball, team games, rewards sessions • Changes in how Sports premium is funded mean we may not be able to access both or either of the SSP. We await updates on how the funding we are given can be spent as we have set out our priorities ahead of time in the past and made commitments then the criteria have changed. • Some extra curricular events have been cancelled because of the extreme heat or rain. They have been postponed when possible and re-run. • Budget planning document • Creative Teams Report to Governors. document linked to Monitoring and School Action Plan. • Photographs on Facebook.	• KS1 and Reception aren't able to access the GSSP events after school as none are run for them.

What are your next steps for this 2026/27 academic year?

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Aim	Why?	Key Area	Supporting evidence
• Focus on teacher training ensuring all teachers are confident to enjoy teaching high-quality Physical Education.	• To ensure 100% of pupils are participating in two hours a week of high-quality PE every week.	• 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 reviews, pupil voice.
• 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.	• To ensure that 100% of pupils will be active on average 60 minutes a day, 7 days a week.	• Key Indicator 2: • Increasing engagement of all pupils in regular physical activity and sporting activities	• External physical activity trackers outlining the amount of activity pupils' access outside of school. • Extra curricular timetable and participation data through PE Passport. • Lunchtime participation data, alongside lunchtime activity plan. • Data for all physical activity level tracked on PE assessment.
• Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer	• To ensure 100% of pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	• Key indicator 5: • Increasing participation in competitive sport	• Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. • Virtual multi skills league format and results. • Competition calendar and register of participants.
• Focus on top-up swimming and water safety for those pupils not achieving the expected swimming and water safety attainment.	• To ensure 100% of pupils meet the expected swimming targets.	• Key Indicators 1, 3, 4. • Developing pupil attainment.	• Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.
• Focus on training staff to use PE Passport APP correctly and consistently.	• This is the way our school will assess PE moving forward.	• Key indicator 1	• Evidence on PE Passport App to be monitored by Subject lead.

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PE and school sport checklist

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- Consider within your school where you currently stand and what further support you need to put in place.

Questions	Yes	Partly	No
Do you have a clear PE and school sport action plan for the year ahead (2026/27), agreed by leadership?	Yes		
Can you evidence how last year's PE and sport premium funding was spent, and what difference it made?	Yes		
Do you know what Physical Education looks and feels like in your school and is this delivery high-quality?	Yes		
Is there a clear plan to develop staff confidence in PE, whether delivery is internal, external or mixed?	Yes		
Do you have a curriculum that is broad, progressive and properly sequenced across year groups?	Yes		
Do you know how many pupils are active for at least 60 minutes a day, 7 days a week?		Partly	
Do you have a clear plan for your extra-curricular club offer?	Yes		
Is your wider school sport offer, including competitions, festivals, and fixtures planned?	Yes		
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?	Yes		
Do you have a clear plan for encouraging SEND pupils and less active pupils to become more active and participate in PE and school sport?	Yes		
If a governor, trust lead or external reviewer asked to see your PE and sport plan for future development, would you have clear evidence and rationale for impact?	Yes		
Are you clear on existing links with local clubs, and community settings to identify where further support and engagement could be made using local support for enhance your provision?	Yes		

Aims for the next academic year (2026/2027)

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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:

- *increase all staff's confidence, knowledge and skills in teaching PE and sporting activities*
- *increase all pupils' engagement in regular physical activity and sporting activities*
- *raise the profile of PE and sport across the school, to support whole school improvement*
- *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*
- *increase participation in competitive sport*

- 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

Plan, monitor and evaluate (2026/2027)

Swimming and water safety

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Questions	Yes	Partly	No
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?			
Will any of your year 6 group be accessing top up swimming to enable them to achieve the outcomes below?			

Look at the attainment of your current year 6 cohort. Complete by July 31, 2027.

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

Plan, monitor and evaluate (2026/2027)

Provide CPD and support to all staff

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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.	• Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included. • Ensure scheme of work annual membership is paid to ensure teachers can access High-Quality planning and supporting resources. • PE resources updated to enable High-Quality teaching to take place.	• Staff Confidence in September 2026 showed that 75% of teachers feel confident in teaching all areas of PE. We predict that by July 2027, 100% of staff will feel confident in teaching all areas of the curriculum. • Through the PE Passport App we will be able to give pupil voice and attainment data.	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 (to be completed by July 2027)				

Plan, monitor and evaluate (2026/2027)

Drive physical activity levels

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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. • Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	• Increase the number and range of activities and clubs on offer (Pupil Led Games, dodgeball, games, dance. Parent and child fitness club.) • Implementation of new extra-curricular timetable. • Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 5 playleaders. • Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play. • Use leadership ideas from scheme of work.	• Be able to give percentages of children who are active for 60 minutes a day seven days a week • We are aiming for 100% of pupils to be active at lunchtime through new play-leader activities and lunchtime clubs.	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 scheme of work PE assessment.
	What impact have you seen?	**Are the improvements sustainable?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

Plan, monitor and evaluate (2026/2027)

Develop competition

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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)	• Ensure all pupils can access competition in school through regular intra school competition, as well as all KS2 pupils accessing inter-school competitions against other schools.	• Arrange house competition within classes to take place at the end of each unit to celebrate learning. • Arrange all KS2 to represent school through school games competitions and competition hosted here against other local primary schools. GSSP	• 100% of KS2 will have participated in an after school GSSP event. • 100% of all pupils will compete once again in an intra-house competition at the end of relevant units and during sports day.	Competition formats and planning for all intra-school lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

Plan, monitor and evaluate (2026/2027)

Develop competition

Department for Education

	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 training staff to use PE Passport APP correctly and consistently for assessment purposes, including after school and sports clubs	• Zoom learning session with PE Passport App learning development team. • Support from Subject leader to meet requirements • Assessments made each lesson and at the end of units • Further Zoom sessions as required. • Monitoring Teacher use of App.	• 100% of children will be assessed after each lesson and in each unit • Data will be generated to support report writing. • Events and clubs participation will be added • Active learning will be added • 60 Minutes will be added to journalling for pupils.	• Evidence on PE Passport App to be monitored by Subject lead. .
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

Looking ahead and sustainability

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Intent - what is your objective and why?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Potential cost?	What supporting evidence will be necessary?	Is this sustainable, or does it require a year-on-year commitment
Continue to provide CPD to ensure consistently high-quality PE lessons as assessment.	Further training and coaching support for staff when and if required.	All staff using the App effectively for the management of pupil data and curriculum. Staff confident in their teaching and children enjoying PE	£949	PE passport app data, Pupil activity level, pupil voice, pupil engagement, teacher engagement,	Sustainable.
Focus on lunchtime provision to maximise the offer so all pupils can participate.	Develop further midday supervisor and play leader training to increase the variety of active opportunities accessible to all pupils at lunchtime.	Maintain the activity level at lunchtime of 100%.	£300	Pupil activity level, pupil voice, pupil engagement.	Sustainable.
Focus on swimming lessons for years 2-6 and top-up swimming and water safety for those pupils not achieving the expected swimming and water safety attainment. Ideally take Reception and Year 1 swimming too.	Send Y5/6 swimming until the majority of children have passed the requirements. Use top up funding to send those who have not yet passed and send year groups lower down the school to support swimming development.	100% meeting expectations every year. We are close to the coast, river and canal. This is essential for our children's safety and a core life skill.	£9000 approx	Pupil activity level, pupil voice, pupil engagement. App engagement link to swimming lessons	Sustainable with Year on Year funding