



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 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 (2025/26)



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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	90% of pupils in year 6 can swim 25 metres. Evidenced by swimming assessment data collected poolside with swimming teacher.	We want this data to continue getting closer to 100%.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	90% of pupils in year 6 can use a range of strokes effectively. Evidenced by swimming assessment data collected poolside with swimming teacher.	We want this data to continue getting closer to 100%.
3. Perform safe self-rescue in different water-based situations	90% of pupils in year 6 can perform safe self rescues. Evidenced by swimming assessment data collected poolside with swimming teacher.	We want this data to continue getting closer to 100%.

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 robust CPD program for ECTs and new staff based on lesson modelling, team teaching and mentoring resulted in increased staff confidence in teaching high quality PE lessons. Pupils and families report children enjoy PE and participation levels in PE are almost 100%. Evidenced through surveys and pupil voice sessions	There is insufficient funding to allow every teacher to benefit from the team teaching/mentoring approach. Some teachers would benefit from further mentoring/coaching, but this is not sustainable.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Additional opportunities for all pupils to engage in physical activity at lunchtime and after school were offered. Sports clubs aimed specifically at younger pupils and girls increased participation amongst these groups in particular. The rollout of the OPAL programme across the whole site at lunchtime increased children's engagement in physical activity through access to large loose parts, digging, water play and sand pit. Evidenced through club registers and OPAL monitoring.	Too few disadvantaged pupils access sporting activities and clubs, despite invitations. Work needs to be done to increase participation levels and ensure this group engage fully in school life.

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	By regularly celebrating achievements in sports festivals, PE lessons and OPAL in our assemblies, we are encouraging more pupils to enjoy movement and physical activity. Children's participation in whole school events, such as the Blenheim Games and swimming galas, is celebrated alongside pupils' sporting achievements in our weekly newsletter to parents.	Not all pupils are active for 60 minutes a day 7 days a week.
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	Continuing to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved. Some clubs were run for girls only to increase access for this group. Extra-curricular clubs: Tennis, Basketball, Football, Girls Football, Girls Cricket, Athletics, cross country, swimming, Yoga, Cycling, Dance, Archery	Focus particularly on those pupils who did not take up additional PE and sport opportunities last year.
5. Increasing participation in competitive sport	29% of KS1 and 79% of KS2 have taken part in an Inter competition. Continued success in local sports festivals: Sportshall 3rd Swimming 2nd Cross country qualifiers in teams + individual	Continue to develop our competition provision with a focus on a broader range of children taking part across the year.

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:
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement
 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls
 5. Increasing participation in competitive sport

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25m	At the end of year 6, 92% of pupils could swim 25m.	Top up swimming to be planned following baseline assessments.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 6, 92% of pupils could use a range of strokes effectively.	Top up swimming to be planned following baseline assessments.
3. Perform safe self-rescue in different water-based situations	At the end of year 6, 92% of pupils could perform safe self rescues.	Top up swimming to be planned following baseline assessments.

Aim	Why?	Key Area	Supporting evidence
Continue to focus on teacher training ensuring all teachers are confident to enjoy teaching high quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE.	Surveys, lesson visits and 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 in focus groups: disadvantaged pupils and girls.	To ensure that all 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	Extra curricular timetable and participation data. Lunchtime participation in OPAL activity plan.
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 all pupils can access competition either in school or 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. Competition calendar and register of participants.

Plan, monitor and evaluate (2026/27)



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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: Provide PE 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 class teachers who are new to Blenheim, including ECTs. PE resources updated to enable HQ teaching to take place.	100% of staff taking up the programme report increased confidence in modeling PE skills. Consistent, high-quality PE teaching across all key stages, resulting in measurable improvements in pupil engagement and skill acquisition.	Surveys, lesson visits and pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective: 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: disadvantaged pupils and girls. 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 with personal invitations to pupils in focus groups. 4 places per club open to these pupils only. Implementation of new extra-curricular timetable. Continue to develop provision for physical activity at lunchtime through OPAL; Increasing the amount of playground resources to provide playground activity facilitated by OPAL play team. Equipment and resources to be purchased for facilitation of activity with OPAL play team and independent active play.	Increased proportion of disadvantaged pupils and girls taking part in extracurricular offer. We are aiming for 90% of pupils to be active at lunchtime through new OPAL play team activities and lunchtime clubs.	Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective: 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 pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	Ensure all pupils take part in intra school competitions, including The Blenheim Games, swimming galas and cross country events. Planning to specifically include consideration for pupils with SEND to ensure everyone can access the competitions appropriately. Arrange house competition within classes to take place at the end of cross country unit. Monitor the range of pupil groups who represent the school at sports festivals to ensure a broad range have the opportunity to take part. Adjust festivals entered if some groups are not represented.	100% of pupils have participated in more than one intra school sports competition. Increased participation levels in inter competitions, particularly amongst disadvantaged groups.	Competition formats and planning for all intra lesson level competitions, all inter competitions. Competition calendar and register of participants.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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