





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

- 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)

- 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 meters.	Pitcheroak School is a Special Educational Needs and Disability (SEND) school that specialises in pupils who have a diagnosis of Autism Spectrum Disorder (ASD), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD). Pupils in Key Stage 2 & 3 attend a weekly swimming lesson bi-termly. The focus of these lessons is on pupil development in relation to water confidence, independent maneuvering around the pool and, where possible, stroke proficiency.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Class teachers have full access to teaching guidance and resources from the Swim England Programme. Each pupil is currently working within Foundation Levels 1 to 5 and Core Levels 1 to 6 depending on capabilities within the water or poolside. A small number of pupils were assessed as emerging skill level when travelling across the pool attempting front crawl or backstroke.	Additional opportunities required for staff CPD training and qualifications to improve competency when teaching swimming.
3. Perform safe self-rescue in different water-based situations.		

Review of the last academic year (2024/2025)

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	The Complete PE online learning tool has enabled non-specialist teaching staff to deliver whole child personal development through high quality Physical Education. Pupils have enhanced their knowledge & understanding of sports specific skills with opportunities to put in practice. This has also had a positive impact on engagement and behaviour levels during lessons. With a real focus on incorporating adaptable lesson plans, resource cards, videos etc. into Medium-Term and Short-Term Planning documents, it has provided inclusive opportunities for all abilities and needs across the whole school in our Pre Formal & Semi Formal curriculum pathways.	• Further opportunities should be explored to lead staff INSET sessions on how to exploit this online tool effectively and as a result enhance the quality of PE lessons. • Survey staff competency levels in all areas of PE to document and provide further data opportunities when tracking and monitoring progress.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A whole school timetabled 'Fitness' slot is now implemented across departments. This provides an additional 15 minutes of physical activity daily. PE equipment and resources have been carefully considered in line with Long Term and Medium-Term planning documents across departments. As a result; audited equipment continues to be inclusive, adaptable and skill or sports specific. The enhancement of our outdoor learning environment in Forest School by purchasing additional equipment and resources provides more meaningful learning opportunities. Our capability to offer unique PE experiences through Horse Riding, Bikeability, Outdoor Education etc.	• An additional 'Multi Skills' extra curricular club was launched to target Primary aged pupils led by external coaches. These coaches required further experience to meet the needs of children attending. Initiatives for Pitcheroak staff towards willingness and incentive to stay after school and support at these clubs needs considering as a main factor going forward when planning.

Review of the last academic year (2024/2025)

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 celebrating achievement in PE, 'Wow' Moment postcards have ben introduced for Primary and 'Athlete of the Week' certificates in Secondary. 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school.	• Consistency of staff logging individual success using our recording systems to track and monitor progress.
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 wider range of activities both within and outside the curriculum in order to get more pupils involved. A number of community links have been established through external coaches delivering specialist sessions within school to class groups or after school clubs. This includes Redditch Utd Football Club, LTA Tennis Coaches, registered Dance Teachers, Outdoor Learning Forest School Leaders, and Worcestershire County Cricket Coaches.	• Focus particularly on those pupils who do not take up additional PE and Sport opportunities, especially those who are not active for 60 minutes a day 7 days a week. • Continue to explore further opportunities for specialist coaches or professionals who can deliver physical activity.
5. Increasing participation in competitive sport	Pupils across all departments are encouraged to participate in the School Games programme. The 2024-25 academic year was Pitcheroak's most successful year to date in terms of attendance at tournaments and festivals which we have been invited to by Redditch Games or other local providers – a total of 20 events across a range of sporting experiences and ages. We have retained our 'Gold' School Games Mark which is our fourth consecutive year leading to applying for Platinum status.	• Continue to develop our intra and inter competition provision.

Aims for the next academic year (2025/2026)

- 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 metres	By the end of the year, all pupils in KS2 and KS3 will be awarded with either a Foundation or Core Level using Swim England baseline and assessment data.	• Enroll additional class teachers on Swimming CPD programme.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
The re-newel of the Association for Physical Education annual membership (2024-25) which will provide pupils with up-to-date resources in relation to their core PE/PD curriculum.	The AfPE membership was renewed to enable staff and pupils alike to benefit from a range of resources and guidance. This is particularly poignant as an increase in non-specialist PE staff will be delivering curriculum content this year.	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Pupils and staff have benefited from a range of updated resources and guidance. Continued membership has enabled the school to apply and achieve the AfPE Quality Mark to distinction standard.
To implement an online teaching resource for pupils to access as part of their daily fitness timetable.	Pupils within the Primary Early Years and KS2 departments will improve coordination, strength, balance as well as improving resilience, self- esteem and confidence.	Key indicator 2: The engagement of all pupils in regular physical activity.	Pupils now recognise fitness as part of their daily morning routine. An increase in participation levels as children enjoy this type of content which incorporates characters whilst performing fundamental movement skills to music.
To provide appropriate physical activity equipment for EYFS an KS2 classroom and outdoor areas that will meet the needs of pupils with complex learning difficulties and disabilities (CLDD).	EY's and KS2 departments will be provided with needs-led equipment for CLDD pupils within EY's, KS1 and KS2 departments. Resources will enable pupils to develop their fine and gross motor skills as well as wider physical development skills.	Key indicator 2: The engagement of all pupils in regular physical activity. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Subject data analysis (July 2025) indicates progress scores: **Early Years** Fine Motor – 40% Gross Motor – 28% **KS2** PE – 26%
To provide an additional extra-curricular after school sports club program for Primary aged pupils.	To increase engagement of all pupils within EYs and KS2 in regular physical activity and sporting activities. To run alongside the current Football specific extra curricular club for Secondary aged pupils.	Key indicator 2: The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	RUFC Letter of Assurance and Service Level Agreement.

Plan, monitor and evaluate (2025/2026)

- 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

Objective: Deliver PE CPD and Support to All Staff

	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. Enroll additional class teachers on a Swimming CPD programme.	Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD and INSET opportunities for all class teachers. Staff working within CLDD classes to receive targeted intervention and support with delivery (internal or external expertise).	In July 2026, staff confidence to indicate 80% of teachers feel confident in teaching all areas of PE. Lesson observation feedback to reflect that 80% of lessons were 'high quality'. End of year subject analysis and pupil attainment data to outline pupils progress in PE across all departments.	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 (Complete in July)	Swimming provision was adapted to prioritise water confidence, sensory regulation and wellbeing for younger pupils with SEN. Bespoke PE CPD and targeted support through the delivery of whole school staff INSET (which included external agencies) have helped develop staff knowledge and inclusive teaching approaches, while adapted Swimming Skill Ladders support the assessment of individual progress.	Sustainability is supported through ongoing CPD, INSET and targeted guidance for staff working within CLDD classes. Adapted Swimming Skill Ladders, based on Swim England guidance, provide suggested outcomes and progression steps to support consistent planning and delivery. Staff confidence surveys, lesson observations and pupil progress reviews will identify future training needs and inform continued improvement.	Staff confidence surveys; CPD and INSET records; lesson observations; adapted Swimming Skill Ladders; swimming participation and progress records; pupil voice; PE attainment data.	£1000 additional CPD courses. £175 Complete PE Membership £260 YST Membership £4000 updated resources **Total = £5435**

Objective: Provide Unique Learning Experiences through PE

	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)	Tailor learning opportunities to meet individual needs, strengths, and interests by providing exposure to varied and stimulating experiences in line with LTP's. Ensure all pupils can access competition through intraschool and interschool events.	Strengthen and forge partnerships with local sports clubs, disability sport providers, and community organisations to collaborate and deliver inclusive sessions in school or out of school to broaden pupils' experiences and aspirations. Attendance at local School Games events and School League fixtures. Celebrate achievements through assemblies, certificates, and shared learning moments.	In the 2024-25 year, we established links with 10 external organisations or professionals. With additional community links proposed, this number will consistently increase. Throughout the 2024-25 year; Pitcheroak attended 20 events across a range of sporting experiences and ages, through regular attendance at School Games and other festivals, we predict the number will increase this academic year.	Service Level Agreements between school and providers. Competition calendar and register of participants. Pupil Voice feedback questionnaires.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Partnerships with external providers and access to varied sporting experiences have increased pupil engagement, participation and enjoyment, contributing to a reduction in negative behaviour incidents. Pupils have developed skills, confidence and teamwork through inclusive opportunities, with the KS3 Table Cricket team winning the Worcestershire competition and progressing to the West Midlands Regional Finals.	Partnerships with local sports providers, charities and community organisations will continue to broaden pupils' experiences and aspirations. Next steps include improving access to sporting opportunities beyond school by signposting families to local clubs and inclusive community activities, and sharing information through home–school communication to encourage continued participation.	Competition results and certificates; school games and festival attendance records; provider partnership agreements; PE participation registers; pupil voice questionnaires; staff observations and behaviour records.	£4420 external coaches' expenditure. £85 Bikeability £700 Horse Riding lessons. £345 Team GB Athlete assembly visit. £250 additional transport hire costs. **Total = £5800**

Objective: Enhance Extra-Curricular Activities

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups or identified pupils.	Develop pupil leadership (training programme) where appropriate. Delegate staff members as supervisors for activities. Staff CDP to develop their understanding of games and play and utlising a range of equipment. Collaboration with School Council to understand wants and needs through Pupil Voice.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive environment for all pupils at lunchtimes. A happier, more active playground/ classroom environment that meets the needs of all pupils especially least active groups of pupils.	Youth voice data through half-termly surveys and group discussions with a variety of pupils (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**
Evaluate	Partnerships with a local football club have continued to provide after-school clubs and enrichment experiences. Parent engagement events have created opportunities for families to participate in activities alongside their children. Significant planning has been completed to expand provision for September 2026, including daily lunchtime clubs, additional after-school opportunities and playground developments.	Four new playground storage sheds will enable the purchase and organisation of equipment to support active, inclusive play. Daily lunchtime clubs across the school and an expanded after-school programme will provide more consistent opportunities for participation. Continued community partnerships and parent engagement will help sustain enrichment opportunities and encourage physical activity beyond the school day.	After-school club registers; football club partnership records; parent engagement feedback; lunchtime club timetables and attendance; playground equipment inventories; pupil voice surveys; observations of playground engagement and participation.	£540 After school club costing. **Total = £540.**

Objective: Strive to ensure all pupils meet the minimum requirement in swimming.

	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 inclusive swimming and water safety lessons for pupils that do not meet National Curriculum and Core Aquatic Skills requirements.	PE and Sport Premium to fund a staff CPD programme through Inclusive Swimming & Water Safety Training. Practical strategies to engage and support pupils with additional learning needs. Confidence to plan, deliver and assist high-quality, inclusive swimming lessons. Following CPD; provide class teachers with sequential planning documents, accessible resources and adaptable equipment to take to the poolside.	Our aim is to increase the number of children achieving curriculum requirements by the end of the Summer term. Teaching and learning will incorporate the 25m swim, self-rescue and safe participation through inclusive skill-based individual or small group learning outcomes which meet the needs of our SEN learners for KS2 and KS3.	Swimming assessment records and data.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Inclusive swimming provision has supported pupils who are unable to meet National Curriculum and Core Aquatic Skills requirements. Pupils have demonstrated improvements in water confidence, sensory regulation and engagement, including those experiencing swimming for the first time. Adapted Swimming Ladders and motivating resources have supported individual progress at an appropriate pace. Work has also been undertaken to identify suitable local smaller pool venues for pupils with higher and more complex needs, who require additional 2:1 behaviour management support and carefully planned transport arrangements.	A more suitable swimming venue, with a raiseable floor to accommodate varying levels of competence, has been secured for next year to further promote engagement and participation. Weekly swimming sessions and adapted Pitcheroak Swimming Ladders will continue to support progression. PE leads will ensure class teachers are familiar with the new arrangements, including visit lead competencies and risk assessment procedures, to maintain safe and effective provision.	Swimming attendance records; adapted Pitcheroak Swimming Ladders; pupil progress and assessment records; staff observations; pupil voice; swimming risk assessments; evidence of improved water confidence through tracking, sensory regulation and participation.	£250 Swimming resources and equipment. £4000 Leisure Centre weekly swimming lesson costings (KS2 & KS3 combined). **Total = £4250**

Objective: Promote Leadership and Pupil Voice in PE

	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)	Establish a Sporting Excellence or Sports Leaders group to ensure pupils' views, preferences, and experiences shape how PE and physical activity are planned and delivered.	Launch a Pupil Sports Leaders Programme through accreditation modules and qualifications. Integrate Leadership Opportunities across PE Lessons. Recruit and train pupils to support peer-activities involving them in reviewing what works. Showcase pupil-led ideas through assemblies, newsletters, or school displays.	This group to develop leadership, decision-making, and communication skills through meaningful roles to foster ownership, motivation and help embed culture change. Organise games, lunchtime activities, and contribute to planning how PE and Sport are delivered.	Photographic and video evidence of pupils leading and supporting activities. Pupil voice records (surveys, visual feedback). Staff observations and progress notes. Parental feedback and celebration event attendance.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	A Sporting Excellence Group was established through accreditation PE options in KS4 and KS5, creating opportunities for pupils to develop leadership skills. Pupils completed Youth Sport Trust I AM Leadership training, while a KS4 group completed Worcestershire County Cricket's Table Cricket Young Leaders course and subsequently led sessions for KS3 pupils. Pupil voice questionnaires, where appropriate, provided feedback on PE provision, with positive responses shared to celebrate successes.	The Sporting Excellence Group will continue to provide leadership opportunities through accredited PE pathways and external training. KS4 pupils can apply their skills by leading activities for younger pupils, supporting peer engagement and developing confidence and responsibility. Pupil voice feedback will continue to inform PE planning and provision, ensuring activities remain inclusive and responsive to pupils' needs.	Sporting Excellence Group records; Youth Sport Trust I AM Leadership training certificates; Table Cricket Young Leaders course records; evidence of KS4-led KS3 sessions; pupil voice questionnaires and feedback analysis.	

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