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)

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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.	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 offering a sensory regulation opportunity for pupil development in relation to water confidence, independent maneuvering around the pool and safety.	The original aim to enrol additional class teachers on the Swimming CPD programme was not prioritised as planned. Due to pupils' complex and changing needs, the focus shifted towards ensuring swimming provision was meaningful, accessible and appropriate to pupils' individual starting points, rather than prioritising the 25-metre outcome for all pupils.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	A group of pupils attended Aquasplash festivals, providing inclusive opportunities to participate, enjoy swimming and build confidence, particularly for those who were nervous. Swimming sessions also supported pupils in developing familiarity with routines, transitions and unfamiliar environments, alongside important life skills such as dressing and changing.	Developing and demonstrating a range of swimming strokes was not achievable or appropriate for all pupils.
3. Perform safe self-rescue in different water-based situations.		

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. Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities.	• Bespoke CPD, INSET and targeted support helped staff adapt PE activities to pupils' individual needs, particularly within CLDD classes. • Adapted Swimming Skill Ladders supported staff with suggested planning outcomes and recognising individual pupil progress. • External sports providers offered specialist expertise and introduced staff and pupils to different sporting activities.	• The planned Swimming CPD for additional class teachers was not prioritised as intended due to the changing needs of pupils. • Further opportunities are needed to develop staff confidence across all PE areas and evaluate the impact of CPD through lesson observations and pupil progress.
2. Increase all pupils' engagement in regular physical activity and sporting activities.	• A range of activities, including swimming, after-school football clubs, stadium experiences and specialist sports sessions, provided varied opportunities for participation. • Adapted activities supported pupils with complex needs to engage at their own level, with improvements observed in participation, enjoyment and, in some cases, behaviour. • Parent engagement events provided additional opportunities for families to participate alongside their children.	• Some pupils required additional staffing, transport arrangements and specialist facilities to access activities safely. • Further opportunities are needed to embed physical activity consistently throughout the school day, including active breaks, lunchtime provision and targeted activities for less-active pupils.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement.	• Partnerships with local sports providers, charities and the local football club increased the visibility of PE and sport across the school. • For the first time, we hosted our Secondary Sports Day at a local leisure centre athletics track. Pupil engagement was fantastic, and positive parent feedback highlighted the value of providing pupils with an inclusive, memorable sporting experience. • The Sporting Excellence Group and pupil voice questionnaires helped promote pupil involvement and raise the profile of sport and leadership.	• There is scope to celebrate and communicate pupils' sporting achievements more consistently with families and the wider school community. • Further work is needed to embed physical activity across daily school routines and strengthen links between PE, wellbeing and 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.	• External professionals introduced pupils to a wider range of sporting experiences, including boxing, football, dance, softball, table cricket and outdoor adventurous activity. • Activities were adapted to accommodate pupils' differing abilities and complex needs, helping to improve access and participation. • Community partnerships and parent engagement events extended opportunities beyond timetabled PE lessons.	• Access to some activities was restricted by complex needs, staffing ratios, transport arrangements and the availability of suitable facilities. • Parent partnerships to be considered in terms of supporting pupils to access physical activity within the community and how this is communicated.
5. Increase participation in competitive sport.	• Pupils participated in external festivals, competitions and sporting events, developing teamwork, confidence and enjoyment. • The KS3 Table Cricket team won the Worcestershire competition and progressed to the West Midlands Regional Finals, demonstrating successful participation at a higher competitive level. • KS4 pupils completed Table Cricket Young Leaders training and led sessions for KS3 pupils, supporting wider participation and peer engagement.	• Further opportunities are needed to develop inclusive intra-school competitions and access a broader range of local sporting events suited to pupils' individual abilities.

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

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Aim	Why?	Key Area	Supporting evidence
• Upskill teachers through formal CPD, modelling lessons, team teaching and lesson observation with feedback.	To improve the quality and consistency of PE teaching, ensuring staff can confidently adapt lessons to meet pupils' individual needs and abilities.	**Key Indicator 1 –** Engagement of all pupils in regular physical activity. **Key Indicator 3 –** Increased confidence, knowledge and skills of all staff in teaching PE and sport.	CPD records, staff confidence surveys, lesson observations and feedback, team-teaching records, modelled lesson plans and pupil progress assessments.
• Provide inclusive intra-school competitions and participation in accessible inter-school events, adapted to pupils' individual needs and abilities.	Increase participation in competitive sport and leadership roles, giving pupils opportunities to experience teamwork, achievement and enjoyment at an appropriate level.	**Key Indicator 5 –** Increasing participation in competitive sport.	Competition calendar, participation registers, adapted team challenges, sports day records, inter-school results, photographs and pupil voice feedback.
• Develop a simple, inclusive method to gather information about pupils' physical activity outside school, using parent/carer feedback and signpost families to suitable activities and community opportunities.	To better understand pupils' activity beyond school, identify barriers to participation and help families access inclusive physical activity opportunities that meet pupils' needs.	**Key Indicator 2 –** Engagement of all pupils in regular physical activity. **Key Indicator 4 –** Broader experience of a range of sports and physical activities.	Parent/carer questionnaire, activity tracking template, analysis of responses, identified barriers, signposting to local activities and records of support offered to families.
• Develop a sustainable PE and Sport transition toolkit to support pupils, families and staff during key transition points, ensuring physical activity needs, interests and support strategies are effectively shared between settings.	To provide continuity of physical activity provision, reduce barriers to participation during transition, and enable receiving staff to better understand and support pupils' individual needs from the outset.	**Key Indicator 2** – Engagement of all pupils in regular physical activity. **Key Indicator 3** – Increased confidence, knowledge and skills of all staff in teaching PE and sport. **Key Indicator 4** – Broader experience of a range of sports and physical activities.	Completed transition toolkit, pupil transition profiles, parent/carer feedback, staff evaluations, records of information sharing meetings, receiving school feedback, and evidence of continued participation in physical activity following transition.

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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?			
Can you evidence how last year's PE and sport premium funding was spent, and what difference it made?			
Do you know what Physical Education looks and feels like in your school and is this delivery high-quality?			
Is there a clear plan to develop staff confidence in PE, whether delivery is internal, external or mixed?			
Do you have a curriculum that is broad, progressive and properly sequenced across year groups?			
Do you know how many pupils are active for at least 60 minutes a day, 7 days a week?			
Do you have a clear plan for your extra-curricular club offer?			
Is your wider school sport offer, including competitions, festivals, and fixtures planned?			
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 ?			
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?			
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?			
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?			

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)

Staff PE Development

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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 upskill teachers through formal CPD, modelling lessons, team teaching and lesson observation with feedback. • Develop staff confidence in delivering inclusive, appropriately adapted PE that meets the diverse needs of pupils, including those with complex SEN.	• Carry out PE lesson observations and learning walks to identify strengths and areas for development. • Provide targeted CPD, modelled lessons and team-teaching opportunities based on staff needs. • Share constructive feedback and practical strategies for adapting PE to pupils' abilities. • Explore moderation and CPD opportunities with other specialist settings to improve consistency and assessment.	• Increased staff confidence, knowledge and skills in delivering high-quality, inclusive PE. • Improved consistency in PE teaching, planning and assessment across the school. • Greater engagement and participation for pupils of all abilities, including less-active pupils and those with complex needs. • A sustainable programme of specialist PE development established.	- CPD and staff confidence records. - Lesson observation and learning walk findings. - Modelled lesson and team-teaching records. - PE planning and assessment evidence.
	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)	To provide inclusive intra-school competitions and participation in accessible inter-school events, adapted to pupils' individual needs and abilities. • Ensure pupils across all departments, including those with complex SEN and limited previous sporting experience, can access meaningful opportunities to participate and succeed.	• Develop an annual calendar of inclusive intra-school competitions, festivals and sporting events. • Adapt competition formats, rules, equipment and support to meet pupils' individual needs. • Increase participation in inclusive sporting festivals and inter-school competitions across departments. • Strengthen links with community organisations and sporting providers to identify accessible opportunities.	• Increased participation in inclusive competitions and sporting festivals across the school. • Improved pupil confidence, enjoyment, teamwork and sense of achievement. • Greater access to sporting opportunities for pupils with complex needs and those who are less active. • Stronger community partnerships and pathways towards participation in physical activity beyond school.	- Competition and sporting events calendar. - Intra-school and inter-school participation registers/ certificates - Pupil voice and staff feedback. - Community partnership records and signposting information.
	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)

Inclusive Physical Activity Beyond School

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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 develop a simple, inclusive method to gather information about pupils' physical activity outside school, using parent/carer feedback and signpost families to suitable activities and community opportunities. • Consider how sensory-based approaches can support pupils' regulation, communication and participation.	• Develop a simple parent/carer questionnaire to gather information about pupils' activity outside school. • Identify barriers to participation, including accessibility, sensory needs and availability of suitable activities. • Share information about inclusive local clubs, providers and community opportunities. • Explore opportunities for parents/carers to participate in physical activity alongside their child. • Use feedback to inform sensory-based PE approaches and support individual needs.	• Improved understanding of pupils' physical activity beyond school. • Increased awareness of barriers and opportunities for inclusive participation. • Improved parent/carer engagement in supporting physical activity. • More families accessing suitable community-based activities. • Greater recognition of how physical activity can support pupils' regulation, communication and wellbeing.	- Parent/carer questionnaires and response analysis. - Physical activity tracking template. - Signposting information and community provider links. - Parent engagement registers and feedback. - Stakeholder voice records.
	What impact have you seen?	**Are the improvements sustainable?**	**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