



Let your light shine

PE and sport premium monitoring and tracking form **2025/2026**



Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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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 your 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](#)

St Catharine's Commentary:

This year's spending has also been considered alongside our Pupil Premium Strategy, particularly in relation to disadvantaged pupils' limited access to wider cultural and physical experiences outside school, and the need to build resilience, teamwork and independence (see Pupil Premium Strategy Statement, Challenge 5). Equipment, workshops and competition opportunities funded through this premium have been made available equally to all pupils, including those who are disadvantaged or have SEND.

Note: Forest School is funded through Pupil Premium (£4,120.33, Wider Strategies), not PE and Sport Premium. It delivers complementary physical development, motor skills and confidence outcomes, and is referenced here for completeness rather than counted in Sports Premium spend.

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.

<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	Weekly swimming lessons were delivered at Shipston Leisure Centre throughout the year, funded through Sports Premium transport costs. 90% of Year 6 pupils able to swim 25m by the end of 2025/2026. Participation in swimming gala for the first time in many years shows increased confidence of year 6 pupils.	2 children did not meet this threshold. 1 child joined in Autumn 2 of 2025 and showed improvement but did not reach 25m having never swum before. One child was a swim refuser and mum asked him not to attend.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	90% of year 6 pupils able to use a range of strokes effectively.	Confidence levels differed with backstroke vs. Front crawl. Addressed through focused time on backstroke and going straight.
3. Perform safe self-rescue in different water-based situations	80% of pupils were able to perform safe self-rescue.	Those children who took longer to achieve 25m were less confident in safe self-rescue due to time spent in pool for this activity.

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	Weekly PE lessons were delivered across the school, giving pupils structured, progressive coverage of coordination, agility and balance. Improved selection of resources for staff and access to ensure PE lessons can be delivered in an efficient and successful way. Staff fed back that children's core skills had shown improvement.	Staff to gain further confidence in certain skills such as hockey. Gross motor skills for children continue to be monitored.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Active breaks were embedded across the school day, including the Daily Mile and Busy Brain Break sessions, now a routine part of the day - particularly in Reception and Year 1 - with no additional funding or equipment required. Children applied their fundamental movement skills confidently and enthusiastically across PE sessions, and KS1 pupils engaged in cooperative games focused on teamwork and sharing.	Sports leaders whole school sessions were sporadic and needed further implementation into the school calendar. More sporting events for KS1 pupils to engage with.

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	Sports ministers created a timetable to share responsibility for leading playground games, ran lunchtime activities and took ownership of sports equipment - raising the profile of PE and encouraging pupil leadership across the school. This also supported our Pupil Premium priority of reducing playground conflict and improving relationships between pupils (Pupil Premium Strategy Statement, Challenge 6), by giving children structured, pupil-led activity at breaktimes instead of unstructured free play. Year 6 pupils engaged heavily with sports leadership and additional children added to the minister role due to enthusiasm and ideas.	This was a strength of PE this year, though further apparatus for KS1 pupils would engage some of them further.
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	Pupils attended after-school clubs and inter-related sporting activities provided through the School Games programme, and took part in sports-related workshops. Pupils shared their own experiences of outdoor sporting activities, helping to broaden engagement with sport beyond the school day.	Staff changes during the year reduced the number of clubs on offer.
5. Increasing participation in competitive sport	Pupils took part in inter-related sporting activities and workshops through the School Games programme. Attended several competitive events over the year, Floorball (and won the B team league, with the girls team reaching the final), Athletics, rounders, Dodgeball, Cross Country (with a year 6 winning the national competition) and swimming.	Encouraging more boys to enter cross country, as the uptake was low compared to girls.

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

Aim	Why?	Key Area	Supporting evidence
Enhance staff confidence and the quality of PE teaching through access to high-quality planning and CPD resources.	To ensure all classes receive consistently high-quality PE teaching, building staff capacity to sustain improvements beyond the funding.	Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE	PE Hub LMS Primary annual subscription; lesson planning records.
Broaden the range of sports, games and physical activities on offer, and develop fundamental movement skills in EYFS/KS1.	To give all pupils, particularly the youngest, opportunities to build coordination, agility and balance, and to widen access to a variety of sports.	Key Indicators 2 & 4: Increasing engagement of all pupils in regular physical activity; offering a broader and more equal experience of sports	Equipment purchase records (EYFS movement resources, playground and multi-sport equipment); enrichment workshop records (e.g. Boogie Bounce).
Increase participation in competitive and inter-school sport.	To ensure pupils access competition both in and beyond school, developing teamwork and respectful competition.	Key Indicator 5: Increasing participation in competitive sport	Cotswold Floorball League sports hall hire; inter-school fixtures (e.g. Farnor's School); competition calendar and participant registers alongside additional swimming gala events.
Ensure all pupils meet the national curriculum requirements for swimming and water safety.	To provide top-up swimming for pupils not yet meeting requirements after core lessons and develop safe self-rescue skills.	Statutory requirement, supported by Sports Premium funding	Transport records to Shipston Leisure Centre; swimming gala attendance; swimming assessment data.
Ensure disadvantaged and SEND pupils have equal access to broadened sports provision and competition opportunities.	To address barriers identified in our Pupil Premium Strategy (Challenge 5) — limited access to wider cultural/physical experiences, reduced resilience and fewer structured opportunities for teamwork among disadvantaged pupils.	Key Indicators 2 & 4 (engagement and breadth of experience), cross-referenced with Pupil Premium priorities.	Pupil premium register cross-checked against extra-curricular and workshop attendance; pupil voice from disadvantaged pupils.

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
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Your objective: Enhance staff confidence and high-quality PE delivery



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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 staff have access to high-quality planning, resources and CPD to deliver consistently good or better PE across the school.	Changed PE provider to The PE Hub LMS Primary annual subscription (June 2026-June 2027) to give all staff access to progressive, National Curriculum-aligned planning and assessment resources.	Staff fed back the new programme is more accessible and better linked to children's core skills.	Staff confidence surveys, lesson observation records, subscription invoice, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		The PE Hub subscription provides ongoing access to planning and CPD resources for future staff, supporting long-term sustainability without repeat significant cost.	Staff confidence surveys, lesson observation records, pupil voice.	£480 PE Hub LMS Primary subscription Total = £480

Your objective: Broaden the range of sports and develop fundamental movement skills



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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)	Broaden the range of sports, games and physical activities available to pupils, and strengthen fundamental movement skills (coordination, agility and balance), particularly in EYFS and KS1.	Purchased a wide range of new PE and playground equipment across the year, including balance and coordination resources for EYFS/KS1 (balance boards, gym beam, adventure trail, bikes, tricycles and scooters), and equipment to widen the sports on offer across the school (netball, football, cricket, rounders, tennis, dodgeball, floorball, athletics and table tennis). Delivered a whole-school Boogie Bounce trampolining workshop (February 2026) and Level 2 Bikeability cycle training (November 2025).	Pupil's feedback that they enjoy entering more competitive events, and increased confidence and skill is evident in the scores produced. More extra-curricular clubs on offer, such as dance club, enabled children to access areas not previously offered by school. This included SEND pupils as it took place at lunchtime enabling children to access.	Equipment purchase and delivery records; extra-curricular timetable and participation data; pupil voice. Note: Forest School is funded through Pupil Premium (£4,120.33, Wider Strategies), not PE and Sport Premium. It delivers complementary physical development, motor skills and confidence outcomes, and is referenced here for completeness rather than counted in Sports Premium spend.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		Equipment purchased is durable and will continue to be used in curriculum PE and at playtimes/lunchtimes in future years at no further cost.	Equipment purchase records; extra-curricular timetable and participation data; pupil voice.	Approx. £10,904 covering EYFS/KS1 movement equipment, general PE and playground equipment, Boogie Bounce workshop and cycle training (see budget report for full breakdown; spans Key Indicators 1, 2 and 4 - consider splitting by indicator for the digital return) Total = £10,904

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 both in school and against other schools, in formats that reflect pupils' needs and interests.	Hired sports hall facilities through the Cotswold Floorball League (14 sessions, September 2025-March 2026) to support floorball fixtures and training. Took part in a fixture at Farmor's School, Fairford (April 2026). Swim gala attended at Cirencester Leisure Centre Whole school sports day – interhouse competitions.	Pupils fed back positively about being part of an increased number of competitive events. Additional 2 teams entered for Floorball due to pupils interest.	Competition calendar and register of participants; fixture records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		Ongoing floorball league membership and established fixture links with local schools (e.g. Farmor's School) provide a sustainable framework for competition beyond this year.	Competition calendar and register of participants; fixture records.	£373.05 sports hall hire (Cotswold Floorball League) £140 transport to fixture at Farmor's School Total = £513.05

Your objective: Strive to 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 who do not meet national curriculum requirements after completing their core swimming lessons.	Weekly swimming lessons were delivered at Shipston Leisure Centre throughout the year (transport funded via Sports Premium). Pupils also attended a swimming gala at Cirencester Leisure Centre (April 2026) to apply their skills competitively.	100% pupils meeting 25m, stroke and self-rescue requirements.	Swimming assessment reports and data; transport records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	90% of children passed their 25m. 80% of pupils able to safe self-rescue. This includes pupils who joined during KS2.	The school remains committed to funding top-up swimming and transport in future years to ensure all pupils meet the national curriculum requirement before leaving Year 6.	Swimming assessment reports and data; transport records.	£1,900 transport to swimming lessons and gala (Shipston Leisure Centre and Cirencester Leisure Centre) Total = £1,900

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