

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



- 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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

Review of the last academic year Swimming (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 focussed 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	62% of year 6 children could swim competently, confidently and proficiently over a distance of at least 25 metres when they left school at the end of last academic year. This is the highest the percentage has been supported with sessions that run through the Spring and Summer to support more children reach the objective.	Next year, at Oldbury Park we want to push more towards 70-75% to try and align ourselves with national averages for swimming competence.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	42% of year 6 children could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left primary school at the end of last academic year	For this number to increase supported will be run through the 25/26 academic year to push forward our year 6 cohort. The more children that swim competently will allow for an increase in the number using stokes effectively.
3. Perform safe self-rescue in different water-based situations	79% of your Year 6 pupils at Oldbury park could perform safe self-rescue in different water-based situations when they left primary school at the end of last academic year.	Although this is a strong figure the aim of 25/26 will be to push that number beyond 80% as this is a key skill before moving on to high school.

Review of the last academic year Sport & PE (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	PE Teaching confidence – Improvement in teacher and support staff's high quality PE pedagogy Over the course of the year Oldbury Park staff confidence has grown in the delivery of activities which promote physical development. PE sessions being taught are of a higher level (monitoring and pupil voice demonstrated that children are enjoying lessons	The consistent implementation and assessment of the curriculum. Monitoring has been the best form of assessment during the academic year. CPD has supported teachers in their knowledge across the subject and has promoted the variation in lessons across different year groups.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Profile of PE and Competitive Sports for girls is raised School noticeboards. Events promoted Oldbury Observer and social media. Celebration assemblies. Provide leadership opportunities for pupils to engage pupils and to provide ownership of events. Sporting achievements celebrated across social media platforms.	To gain a full understanding of resilience across the subject of PE Through the year staff will create a resilience wall of each subject to gain an idea of the potential barriers towards subject and in particular PE. Staff and pupil voice will help to guide further practice and intervention to ensure all children are able to access the statutory PE curriculum standards.

3.Raising the profile of PE and sport across the school, to support whole school improvement	House Captains led a sequence of competitive events throughout the year including dodgeball, football and cricket. These events resulted in points being awarded and added to the overall points for each house.	Inconsistent use of PE students from Worcester University to support PE sessions throughout the school. Less than 2 sessions completed through the academic year with year 6 being the only year group to receive this benefit.
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	Pupil voice has provided insights to barriers and challenges that children face within a PE lesson. During the academic year we have introduced a girl's football team and a kit to demonstrate our push towards equal access. Fixtures as well as a tournament at West Bromwich Albion provided quality opportunities for some of our girls to engage in sport. Netball intra fixtures also counted for our year 5/6 girls.	Ensuring all pupils can participate in sporting activities, particularly those coming from disadvantaged backgrounds through the funding of clubs and sporting activities through the year.
5. Increasing participation in competitive sport	Weekly competitions were run on Friday lunchtimes with pupils throughout KS2 participating in a range of events including basketball, football, cricket, cup stacking, dodgeball and netball). 16 pupils participated in a dance competition where they performed in Redditch theatre.	Consistent offer of intra-school sports activities, on a weekly basis, being led by House Captains and Sports Leaders. Compete in an increased number of School Games competitions linked to the delivery of PE sequences being taught within Oldbury Park. This is linked to a Limited amount of School Games competitions linked to the delivery of PE sequences being taught within Oldbury Park, which will be a focus for this academic year.

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 focussing 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	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Following assessment 65% of children within year reached this objective.	Swimming- target pupils in Year 6 who have not achieved the appropriate standards from the catch-up sessions in Year 5.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Following assessment 46% of children within year reached this objective.	Focus next year will sit around the backstroke at this showed up as an area of weakness when assessing the children.
3. Perform safe self-rescue in different water-based situations	Following assessment 82% of children within year reached this objective.	This year was a good success when it came to this objective through multiple periods of teaching before testing what the children were able to do.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Ensure teachers feel confident and competent in planning and delivering a wide range of PE lessons to cover the curriculum	Increased confidence, knowledge and skills of all staff in teaching PE and sport	Increase staff confidence, knowledge and skills	Staff can deliver high quality PE lessons with consistency across school. Improved staff confidence when teaching specific areas of the curriculum. Improved staff understanding of PE – lesson observations and staff voice.
Attend sports events, competitions and festivals throughout the academic year through WSSP.	Through our membership to the Worcester City Schools Sports Partnership, we will have access to a wide range of opportunities and events for our children to take part in. We will also further develop the links we have with our feeder high school to offer even more opportunities.	Increase participation in competitive sport	Transport and staffing costs to get to events and activities Access to additional activities and competitions.
Offer a broader range of extra-curricular clubs/enrichment activities through the use of internal/external coaches and organisations.	Increased numbers attending extra-curricular clubs. Increased enjoyment of physical activity. More children taking part in activities outside of school	Increase engagement of all pupils in regular physical activity / Offer a broader and more equal range of sports and activities	Feedback from children Increased numbers at sessions (registers) Conversations with children, celebration assembly sharing
To deliver high quality PE lessons and extra-curricular clubs	High quality PE lessons and clubs being delivered using suitable equipment, allowing for better students' outcomes across all phases in the school.	Offer a broader and more equal range of sports and activities / Increase staff confidence, knowledge and skills	Lesson observations Pupil feedback
To keep a high profile of PE throughout the school and continue to build-up strong links with other schools.	Keeping the profile of PE high within school will push children to engage in new sports and aim to live a healthy active lifestyle.	Raise the profile of PE and sport across the school	House competitions within year groups to take place and results to contribute to weekly house point totals. Attendance at events organised by the School Games Officer and other events.

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 focussing 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*

Plan, monitor and evaluate (2025/2026)

Example objective shown below is for reference purposes only:

	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.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, 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	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday 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. Girls are proving to be the hardest group to engage as some are still choosing not to be active	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 midday supervisors. Establish lead midday 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?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. 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 92% of pupils 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 - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

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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	Ensure teachers feel confident and competent in planning and delivering a wide range of PE lessons to cover the curriculum	Additional CPD courses for staff who want / need additional support in specific areas. Continue 1:1 CPD and support from internal PE specialists and team teaching. GetSet4PE scheme with CPD videos for all teachers Membership to AfPE	Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff are able to deliver high quality PE lessons with consistency across school. Improved staff confidence when teaching specific areas of the curriculum. Improved staff understanding of PE. Increase positivity of PE and staff to be more confident when delivering PE lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Over the course of the year Oldbury Park staff confidence has grown in the delivery of activities which promote physical development. PE sessions being taught are of a higher level (monitoring and pupil voice demonstrated that children are enjoying lessons and can take part in greater amount of physical activity).	Throughout the year, teachers have been exposed to new and modern styles of teaching different topics. The trust has also invested fully in a scheme of learning called GetSet4PE which in the long term will support teachers to plan lessons and ensure that they are teaching the correct steps and aligning our curriculum through the school.	Greater confidence in delivery of activities which promote physical development. PE sessions being taught are of a higher level (monitoring and pupil voice). Looking forward we will continue to offer opportunities to staff for them to attend courses that aid in their development in teaching PE. We will also continue the CPD sessions in the 26/27 academic year with a focus on upskilling teachers in the delivery of invasion and net ball sequences.	The total cost allocated towards the confidence and competence in planning and delivering a wide range of PE lessons sits at £5,108 £1,824.40 on schemes to support teaching as well as of SGO Worcester partnership to support teaching. £3,283.60 on external coaches to support teaching and train new staff across the curriculum.

Your Objective:



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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	Attend sports events, competitions and festival throughout the academic year through WSSP.	Utilise WSSP to provide these opportunities. Look into SEND opportunities and links with Pentathlon, YST etc.	Through our membership to the Worcester City Schools Sports Partnership we will have access to a wide range of opportunities and events for our children to take part in. We will also further develop the links we have with our feeder high school to offer even more opportunities.	Transport and staffing costs to get to events and activities Access to additional activities and competitions.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Weekly competitions were run on Friday lunchtimes with pupils throughout KS2 participating in a range of events including basketball, football, cricket, cup stacking, dodgeball and netball). 16 pupils participated in a dance competition where they performed in Redditch theatre. The pupils then performed to all the Trust schools having won an award at the first event.	As a part of our transition into the next year our partnership with the Worcestershire school programme in support of more events and school collaboration. Subsidise access where needed, and give the subject lead clear ownership with termly SLT/governor reviews and targets so the programme survives staff changes and stays prioritised.	SGO data, sharing successes and participation on social media, School Games Mark award, increased participation in competitive sport, engagement and equality of experience in regular physical activity (extra-curricular clubs offer and numbers attending).	The total cost allocated towards competition attendance and support of practical teaching sits at £3,875.25. £1,824.4 on SGO and other memberships. £138.55 on specific SGO activities. £1,912.3 on external competitions and transport.

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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	Offer a broader range of extra-curricular clubs/enrichment activities through the use of internal/external coaches and organisations	We will offer after-school club across a wide range of sports/activities and across all different year groups. We will also use external community clubs to deliver a broad range of clubs/enrichment opportunities and use them to signpost to further activities in the community.	Increased numbers attending extra-curricular clubs Increased enjoyment of physical activity More children taking part in activities outside of school	Feedback from children Increased numbers at sessions (registers) Conversations with children, celebration assembly sharing
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils have fostered a love and enjoyment of personal and physical development. Intra-leagues - More pupils meeting their daily physical activity goal, more pupils encouraged and interested in taking part in PE and extra-curricular sporting activities.	By developing strong, ongoing partnerships with a small number of trusted external coaches, rather than relying on many short-term providers, alongside upskilling school staff through shadowing and professional development so that elements of provision can gradually be delivered in-house. Careful planning of funding—such as using pupil premium or sports funding strategically. Establishing a clear timetable of clubs that rotates across the year ensures a broad offer without overextending resources, while regularly gathering pupil voice helps prioritise the most impactful activities.	High participation rates across a broad range of clubs, including strong engagement from disadvantaged and SEND pupils. Pupil voice highlights increased confidence, enjoyment, and skill development, while feedback from staff and external coaches demonstrates high-quality delivery and growing staff expertise. Outcomes such as participation in competitions, performances, complemented by positive parental feedback and clear links to improved attendance, behaviour, and wellbeing. Finally, partnerships with external providers, careful use of funding, and staff upskilling, ensuring the provision remains high-quality and inclusive over time.	The total cost allocated towards the offer if a broader range of extra-curricular clubs/enrichment activities is at £3,435.70 £152.10 on staffing support. £3,283.60 on external coaches to run competitions and run student leadership opportunities.

Your Objective:



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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	To deliver high quality PE lessons and extra-curricular clubs	Purchase new/suitable equipment. ECT/RQT PE Day run by School Games Officer. Empower Active CPD sessions given to all teachers throughout the year.	High quality PE lessons and clubs being delivered using suitable equipment. Greater confidence in delivery of activities which promote physical development. PE sessions being taught are of a higher level (monitoring and pupil voice).	Lesson observations Pupil feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	. More children are actively involved in sport, demonstrating improved physical skills, teamwork, and resilience. My provision has also supported positive behaviour, encouraged healthy lifestyles, and created opportunities for pupils to experience a wider range of activities, including competitive sport.	By delivering consistent, high-quality lessons and modelling best practice, I have also supported staff to improve their confidence and capability in teaching PE, ensuring standards can be maintained beyond my direct delivery. Additionally, establishing structured clubs and a broad activity offer creates ongoing opportunities for pupils to stay active, embedding physical activity into the school culture for the future. Alongside this is the consist of teaching through PE schemes, equipment and staff.	Resilience wall formed through staff practice, pupil voice and teaching the curriculum. During lessons children have been introduced to key figured within sports and how they demonstrated resilience through their career.	The total cost allocated towards delivering high quality PE lessons and extra-curricular clubs sits at £10,364.12 in total. £1,824.40 on schemes to support teaching as well as of SGO Worcester partnership to support teaching. £3,283.60 on external coaches to support teaching and train new staff across the curriculum. £5,256.12 on equipment and resources to be used in clubs and lessons.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To keep a high profile of PE throughout the school and continue to build-up strong links with other schools.	The use of CPD and support provided through other areas of funding will help to run Weekly competitions were run on Friday lunchtimes with pupils throughout KS2 participating in a range of events including basketball, football, cricket, cup stacking, dodgeball, netball and rocketball).	Improved Participation in a number of sporting events including athletics, football, netball, hockey, cricket, dance inclusive sports and multisports.	House competitions within year groups to take place and results to contribute to weekly house point totals. Attendance at events organised by the School Games Officer and other events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	We've seen see higher lesson and club participation, calmer behaviour and growing staff confidence; over a term this usually becomes measurable improvements in basic fitness/physical literacy, sustained extra-curricular uptake, better concentration in class and increased parental engagement.	By embedding PE targets and a recurring budget in the SIP, protecting curriculum minutes, and building staff capacity through CPD and succession planning. Plus short pupil/staff voice, and show trend charts, resource commitments and risk mitigations in a one-page report to governors so improvements are clearly tracked and not one-off.	This has been captured with registers, short fitness baselines, brief pupil/staff surveys and behaviour/attendance logs — that evidence will show SLT and governors how PE is boosting wellbeing, behaviour and whole-school culture.	The total cost allocated towards CPD and support of practical teaching sits at £8539.72 in total. £5,256.12 on equipment and resources through the year. £3,283.60 on external coaches to run competitions and run student leadership opportunities.

Supporting information and evidence

The overall costs for each of the 5 aims do overlap, indicating that all have been created to develop alongside each other. Please see Oldbury Park Online government declaration to see a further breakdown of our spend during the academic year of 2025/26.