

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 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)



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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	100 %	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100%	
3. Perform safe self-rescue in different water-based situations	73.7%	More classroom-based learning required for all children to achieve knowledge for safe self-rescue.

Review of the last academic year (2024/2025)



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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. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	2024-2025 Our two PE teachers accessed highly effective CPD in a mixture of sports including netball and tennis. For the full academic year, we have implemented the use of CompletePE, which we feel is effective and easy to adapt to suit different classes with differing needs.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The funding we spent on playtime activities is proving successful with children more engaged at playtimes. Our sport's leaders programme and timetable ensures children have free play and more organized sports available to them at playtimes and lunchtimes. After school sporting clubs have been on offer each half term, some of which target less confident children, girl's football offered the opportunity to help close the confidence gap in football and other clubs supported our leagues.	

Review of the last academic year (2024/2025)



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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	Pupil Voice has been a vital platform to hear the opinions of the children with regard to our PE provision. Children have been actively involved in raising the profile of PE as well as the frequent publication of sports newsletters.	
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	I believe that we maintain a broad offer and equal experience of a range of sports. We now offer Quidditch and handball as a part of PE lessons. I have continued to run Year 3 & 4 and Year 5 & 6 football events and liaised with Penryn College to access more football opportunities for both boys and girls.	
5. Increasing participation in competitive sport	We maintained our involvement with the Penryn Partnership- and had high numbers of children representing the school in KS1 and KS2. KS1: Year 1: - 40% represented the school Year 2 – 96% represented the school In KS2; Year 3- 100% of the class represented the school Year 4- 97% of the class represented the school Year 5 - 81% of the class represented the school Year 6 - 93% of the class represented the school.	I would like to see higher percentages of children representing from each KS2 class in 2025-2026 and 100% of children in Year 6 representing.

Aims for the next academic year (2025/2026)



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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*

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	83%	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	83%	
3. Perform safe self-rescue in different water-based situations	67%	We were hoping to provide extra lesson having asked parents to complete a KS2 wide survey on their child's swimming capabilities. However, this proved to be difficult to staff and transport also became an issue. Looking forwards, we need to target those less competent swimmers in Year 4.

Review of the last academic year (2024/2025)



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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. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff feel confident in teaching all areas of the curriculum. Time to liaise with each other regarding PE provision was imperative. Confidence levels of children increased overall in PE lessons. KS2 data: Year 3: expected = 85% exceeding 15% Year 4: expected = 65% exceeding 32% Year 5: expected = 71% exceeding 29% Year 6: expected 66% exceeding 21%	Both PE teachers feel confident to deliver effective PE lessons across KS1 and KS2.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Additional opportunities for all pupils to engage in physical activity at playtime and lunchtime are on offer. Sporting clubs after and before school have a high take-up.	Children are more likely to be engaged in active play at playtime and lunchtime due to more equipment being on offer and sport's leaders leading games and activities.

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	The school celebrated PE achievements inside and outside of school. 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school – through Complete PE Pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day + .	We still have groups of children that would prefer quiet activities at playtimes. We need to use pupil voice to target appealing activities for those children who are less active – active Pupil Voice to focus on increasing the profile of PE and the importance of being active.
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. Extra-curricular – Football, basketball, rugby, cross-country, netball. Focus particularly on those pupils who do not take up additional PE and Sport opportunities Data: % of children taking up after school sporting clubs. 2024-2025 = Year 3 = 69% Year 4 = 60% Year 5 = 74% Year 6 = 81%	
5. Increasing participation in competitive sport	KS1: Year 1: - 40% represented the school Year 2 – 96% represented the school In KS2; Year 3- 100% of the class represented the school Year 4- 97% of the class represented the school Year 5 - 81% of the class represented the school Year 6 - 93% of the class represented the school.	Continue to develop our competition provision & to increase attendance and opportunities for less confident children to compete

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*
- 5. Increasing participation in competitive sport*

Academic Year 2025-2026	Total allocation: £17,680 Perran-ar-Worthal CP School	Date published: 25/7/2026
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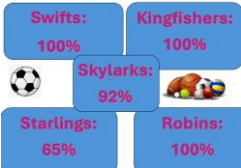
Plan, monitor and evaluate (2025/2026)

Your objective: 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.



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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 enable staff to access CPD for PE, and for staff to access CPD be able to transport children to events using the minibus. This builds out long-term capacity for Perran-ar-Worthal's capacity to attend sporting events, training and sports provision.	Miss Davies & Mrs Hamilton to attend CPD that benefits PE provision. Staff who are keen to get their D1 minibus license in order to transport children to events, sporting centers, activities like surfing and climbing, to transport them to fixtures and other schools.	More staff will be able to drive children to events, taking pressure of asking parents and ensuring all children can get to these sporting events.	As we now have 2 minibuses, taking a squad of children to athletics or two squads to netball is now much easier. Whereas we might have only previously taken one squad, we are now in a better position to take 2.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	I am able to enter more than one team when minibuses are available, this increases the opportunities for the children to attend.	Once staff have their D1 minibus license, we have the likelihood of a staff member being more available to transport children to events.	Children who have represented the school in sporting competitions: 	£810 & £460

Your objective: 2. Increasing engagement of all pupils in regular physical activity and sporting activities

To increase activity levels of children at playtimes and lunchtimes & after 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	Our intent is to increase lunchtime play provision to increase activity for least active groups and maintain activity levels for all groups. We would like to see an increase in activity levels after school in our wraparound service.	Our aim is to continue the development of student sport's leaders from Year 6 to manage equipment and encourage participation and referee matches fairly. We want to increase the variety of equipment available for children to use; including balance boards and trolleys that can be pulled. Pupil voice and staff will keep assessing the efficacy of the timetable and equipment use. Through increasing the involvement of DT coaching during our wraparound hours, we hope to see more children engaged in sport after school too. Sport's premium funding will be allocated in order to employ DT after school.	Year 6 will show initiative and enthusiasm to manage and encourage sporting activities. These change each half term and are re-evaluated when necessary. Children also have the option to have free play, using equipment in a different area of the playground. The sport's leaders will show good leadership skills and any issues or concerns will be discussed just before their weekly PE lessons so they feel supported. The playground will offer a myriad of activities to suit all children with varying levels of confidence or SEND needs. In after school wraparound, activity levels will have increased with fewer children choosing to stay in the hall and preferring to participate in an activity.	Pupil voice brief weekly sessions will evaluate the effectiveness and popularity of what is on offer. Staff to conduct regular observations of the playground to gauge activity levels of the least active children. Staff feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Sport's leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Children have grown in confidence and are far more active and engaged in games. When I am on duty, I have noticed a huge increase in skills over the year. Lunch times are more active with children having fun. There are always a mixture of girls and boys accessing these games and these situations have proven beneficial to closing the confidence and gender gap. In Wraparound- more children are engaged in the exciting activities on offer outside.	Sports leaders for 2026 – 2027 need to be vigilant in seeking out those children who are less active and being imaginative and creative in order to adapt games to be inclusive. We are hoping to maintain funding for DT sports to be available in wraparound to maintain activity levels.	Sport's leader feedback meetings have been invaluable to discuss any issues faced. Term 6 saw Year 5 children keen to take over sport's leader roles. Leaders have made suggestions to change activities when necessary and discussed how they can be best managed in our space depending on the popularity of each sport. Discussions and feedback with DT coaches and overall activity trends prove that with the exciting sports on offer- archery, lazertag, etc, children are choosing to be more active outdoors even in less attractive weather.	Physical Resources - £767.63 DT provision £5000

Your objective: 3. Raising the profile of PE and sport across the school, to support whole school improvement



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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)	My plan in 2025-2026 is to work with our current year 6 class in Pupil Voice to increase the profile of PE visually and intrinsically through an embedded understanding of why it is so important to be physically active for life.	Autumn pupil voice sessions: children will research areas of being active: Benefits on mental well-being, Muscular benefits, endurance benefits, heart benefits and flexibility benefits. They will also highlight the benefits of working as part of a team and the attributes needed to succeed in sport. Newsletters celebrating sport to be published after each event and displayed in the hall. Assemblies to highlight children's achievements in sporting activities and 'sporting achievement' opportunities in the classroom. Use of Whole school 'Skills Builder' programme in PE to provide cross curricular and behavioral links.	I hope that they will present to the whole school in assemblies and create a display board highlighting the benefits of being active and 60 minutes a day. Newsletters on display inspiring other children to enter competitions. Displays of students achieving in sport in the hall. Proud children wanting to share their achievement.	Will be in visual displays and classroom feedback. Newsletters.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Year 6 created some incredibly informative power-points on each area. They also created a visual display incorporating all of the benefits of being active.	This was a classroom-based project and easy to sustain into the future.	Children in KS2 are aware of the benefits of being active every day and how being active benefits your mental well-being.	No cost

Your objective: 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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	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 ensure there is a diverse range of sports on offer for children to try and engage with; during PE sessions, in after school sports clubs and DT coaching provision. I will continue to run girl's football clubs for KS2 to increase confidence. I will run a club for less confident children to increase their confidence.	Using the CompletePE curriculum – lessons will include Quidditch, handball and other traditional sports: hockey, netball and football and introduce T1 rugby. DT sport offers activities like lazer-tag and archery. Through Pupil voice, Year 6 children have asked for circus skills experiences and beachball volleyball.	I would hope to see result of surveys demonstrating that children feel confident in PE lessons and that there is a more equal representation of girls and boys in rugby, football, basketball and hockey.	How many boys and girls represent the school in sporting events as an indication of not only equal access but heightened confidence levels and closing the gender gap. Survey of confidence levels Survey of PE enjoyment levels.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The confidence levels of Year 5 and 6 are growing. Girls seem more confident to play on football teams alongside boys. Skills levels are improving.	At the last PE meeting, it has been decided that there will now be a Year5/6 girls girl's football tournament. So moving forwards – there are some great opportunities for both boys and girls. I believe that the PE provision at PAW offers equal access for boys and girls as evident in the representation at sporting events.	2024-2025 sporting club attendance 2025-2026 sporting club attendance Year 3 : 69% Year 4 : 60% Year 5 : 74% Year 6 : 81% Year 3: 86% Year 4: 77% Year 5 : 70% Year 6: 80% Year 6 PE enjoyment: 68% 5 stars, 12% 3 stars. Confidence: 72% 5 stars, 12% 3 stars. Year 5: PE enjoyment: 64.7% 5 stars 23% 4 stars Confidence: 47% 5 stars 29% 4 stars Year 4: PE enjoyment: 5 stars 64% 4 stars 24% Confidence: 5 stars 50% 4 stars 29% Year 3: PE enjoyment: 5 stars 86% 4 stars 14% Confidence: 5 stars 36%, 4 stars: 57%	Cost to get to and from events incurred. SGO: £70 School sporting comps: £1087.10

2024-2025	2025-2026
Year 3: Expected 85% Exceeding: 15%	Year 3: Expected 83% Exceeding: 17%
Year 4: Expected 65% Exceeding 32%	Year 4: Emerging: 4% Expected: 74% Exceeding 19%
Year 5: Expected 71% Exceeding 29%	Year 5: Expected 60% Exceeding 40%
Year 6: Expected 66% Exceeding 21%	Year 6: Expected 53% Exceeding 47%

Your objective: 5. Increasing participation in competitive sport
To increase the % of children representing the school in competitive sport



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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)	I believe that percentage of children wanting to represent the school in sporting events is a clear indicator of confidence levels in sport. In 2024-2025 - Year 5 - 81% of the class represented the school. Year 6 - 93% of the class represented the school. I would like to see 100% of year 5 and 6 representing the school in sport. To continue investing in the Penryn Partnership to access inter-school sporting competitions.	With effective PE lessons and working in confidence level groups, I am hoping that more children will feel confident to represent the school in sporting events. I would like to liaise with other schools to increase opportunities for competitions for our less confident athletes. We will continue to attend as many Penryn partnership sporting opportunities as we can.	By the end of 2026, I would hope to see 100% of year 5 and 6 wanting to represent the school in sport and 100% of them having represented the school. I would hope to see the majority of children wanting to represent the school.	Attainment: 2024-2025 KS2: KS2 reporting data: Year 3: expected = 85% exceeding 15% Year 4: expected = 65% exceeding 32% Year 5: expected = 71% exceeding 29% Year 6: expected 66% exceeding 21%
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	I believe that the confidence of the children is increasing. There are many enthusiastic children wanting to compete across KS2. The children are always incredibly keen to represent the school in sport.	I believe that these improvements are sustainable – we would need access to finding in order to release staff to take the children to the events. Teachers to run after school clubs to maintain the increases in confidence. I have discussed some gaps in opportunities for years 3 and 4 with the Penryn Partnership coordinator. We need to be able to financially cover the Penryn partnership fees. 	100% of year 6 children have represented the school with 50% of those children representing the school over 5 times. 100% of year 5 have represented the school with 63% representing over 3 times. 	Membership to Penryn Partnership: £3000 School sport's competitions: £1087.10 SGO: £69.67

Next steps: 2026-2027

- To focus on swimming capabilities of less competent swimmers from Year 4 cohort.
(CPD for staff to become swim teachers & improve competency)
- To continue to focus on increasing confidence levels amongst all children.
- To increase children's overall fitness and ability to self-monitor activity levels. 60 second timers / train with me parent and child session.
- To look at results from survey of which clubs children would like to see added to after school sporting club opportunities.