



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



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YOUTH
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phoenix Infant and Nursery School
Where Learning is...

LOVED

Language

Opportunity

Values

Excellence

Diversity

The PE and Sport Premium

November 2025-2026





- 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 (this is by the end of KS2)	We provided Year 2 pupils with sessions that introduced them to safe movement in water and basic floating skills. These sessions ensured that children left our school feeling comfortable, confident and positive about being in the water. The sessions began with a warmup including jogging through the pool to get children comfortable. Activities such as washing their hair and face help build water confidence and familiarise them with being in the water. We focussed on developing fundamental movement skills like floating and scooping to encourage comfort and control. Children were awarded certificates recognizing the stage they reached and their overall progress throughout the school.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Children were introduced to basic movements in the water, such as kicking, floating, and simple arm actions This helped children to gain confidence in water. Swimming techniques were introduced gradually, including how to keep their head in the water and breathe correctly by coming up for breaths. Children worked towards swimming the full length of the pool, using floats to support their technique.	
3. Perform safe self-rescue in different water-based situations	Children watched a water safety video to introduce important safety concepts. Following this, swimming instructors provided practical lessons on self-rescue techniques, teaching the children how to perform reach and throw rescues. They also learned the correct procedures to follow in emergency situations, helping to build their confidence and understanding of water safety.	

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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>A new scheme was bought into for this academic year. Teachers were consulted and there were discussions about the previous scheme. A decision was made to invest in PE Hub after research by the PE lead.</p>	<p>Due to building works the PE scheme was not implemented fully as the hall was not available. This meant not all units were taught.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>We are committed to ensuring that every child at Phoenix has daily opportunities to participate in enjoyable, meaningful physical activity. Children in F2 had regular weekly forest school sessions which enables them to be active for longer. Daily brain breaks and wake and shakes were done consistently throughout F2 and KS1. Multiple after-school clubs were running which were open to all children. Children had regular playtimes and equipment was purchased for children to use during playtimes and lunchtimes. Children had the opportunity to take part in sports day, which gave them a chance to build on their resilience and teamwork skills.</p>	<p>Playtime equipment often didn't last for long before needing to be replaced.</p>

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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Teachers ensured that lessons were taught, outside where possible and ensured that pictures were put on learning platforms and in floorbooks in school and then shared with parents and carers.</p>	<p>The new scheme was not fully implemented due to building works but was implemented during the final half term. This will continue into new academic year.</p>
<p>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</p>	<p>Clubs were offered to all children in key stage 1. A range of afterschool clubs were offered to the children, and they had opportunities to join forest school club and also hockey and benchball clubs. Pupil premium children also had the opportunity to attend, and they were offered a discounted price to join the clubs. Several pupil premium children attended the clubs and had the opportunity to join in with a variety of activities. An equal number of boys and girls attended, and children were more willing to try unfamiliar activities, and participation became more balanced.</p>	
<p>5. Increasing participation in competitive sport</p>	<p>Children had opportunities to participate in sports day. They also had the opportunity to take part in age-appropriate competitive activities during PE lessons which included team challenges, races and games. These helped children build their confidence and resilience. It also helped them to build on their teamwork skills and understanding the structure of competitions and how to follow rules.</p>	<p>There were not opportunities for children to have inter-school competitions, this will be a focus for the new academic year.</p>

Aims for the next academic year (2025/2026)



- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising 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*
 - Increasing participation in competitive sport*

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres (this is an end of KS2 objective)</p>	<p>At Phoenix Infant and Nursery School, we recognise swimming as a vital life skill and are committed to preparing our Year 2 pupils early for formal swimming instruction in Key Stage 2. To support this, we provide a daily two-week on-site swimming program that helps children build water confidence and basic skills in a safe environment. This early introduction ensures children develop familiarity and proficiency with water movement before progressing to more advanced techniques. We also offer additional to those with special educational needs (SEN), ensuring every child has the opportunity to gain confidence and enjoy swimming.</p>	
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>Children will be introduced to basic movements in the water, such as kicking, floating, and simple arm actions that build the foundations for future stroke development. This will help children to gain confidence in water.</p>	
<p>3. Perform safe self-rescue in different water-based situations</p>	<p>During swimming sessions, children will be taught basic water safety skills, including simple rescue techniques and the importance of knowing who to call if they see someone struggling in the water. These lessons help build their awareness and confidence around water, laying the groundwork for safe behaviour and self-rescue skills they will develop further in Key Stage 2.</p>	

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*

Plan, monitor and evaluate (2025/2026)



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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	Develop lunchtime play provision to increase activity for least active groups.	The school has bought into OPAL with a significant investment of £7500. There has also been £4000 spent on a shed which will house all of the different materials and toys for OPAL lunchtimes. Midday supervisors will be trained, Staff CPD to develop their understanding of games and play, Range of equipment invested in.	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. A happier, more active playground that meets the needs of all pupils especially SEND and girls. SEND children will have more opportunities for social interaction during lunchtimes. Disadvantaged children and those that were more inactive during playtimes will have more opportunities for varied play which will help improve social skills along with their physical skills.	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				

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 (Complete now and monitor)	Raising the profile of PE and sport across the school, to support whole school improvement	Fully implement the new PE scheme with children having the opportunity to have PE lessons twice a week and a range of different units and activities to do. Quality resources and clear planning help teachers deliver engaging lessons which will be consistent across school. Teachers will assess children each half term after each unit.	Children happier and more engaged with PE during lessons. There will be improvements in their confidence, stamina and coordination. Teachers feeling confident delivering the content which is clearly laid out for them. Through assessment of the children, teachers will identify gaps and adjust planning to ensure all children receive the right level of support or challenge. Staff can then adapt activities for disadvantaged pupils, ensuring every child can progress confidently.	Ensure PE is taught consistently. Have regular drop-in sessions. Analysing the data will show more children meeting age related expectations
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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 (Complete now and monitor)	Increasing engagement of all pupils in regular physical activity and sporting activities for disadvantaged girls and boys.	OPAL will be implemented in the academic year – more opportunities for children to engage in active play during break times and lunch times. Through OPAL play development, we will create regular entry points for disadvantaged and SEND pupils to join in at their own pace in a low-pressure, supportive environment. We have invested in high-quality, age-appropriate play equipment that enables all children to take part successfully, regardless of their ability or background. Offer clubs to children with a range of activities that children will be interested in - these will be discounted for pupil premium children.	Happier children, who are able to regulate when it is time for learning. Children demonstrating more enthusiasm for active play and PE and choosing to take part in physical play during lunchtimes and break times. SEND pupils will benefit from adapted equipment and safe, supportive play environments that allow them to participate at their own pace. They will benefit from more social interaction with their peers.	Regular drop ins during break times and lunch times to see the impact of OPAL. Pupil voice to see how they are finding it and liaising with the play leaders to ensure things are running as they should. Clubs will be offered to children throughout the year. Children from disadvantaged backgrounds will be offered places at a discounted price.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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 (Complete now and monitor)	Increasing participation in competitive sport for pupil premium children and girls.	Develop opportunities for children to take part in more competitive sports such as inter-school competitions. Ensure children take part in sports day events. Have an intra-school competition for big sports events such as the world cup.	A positive impact on children's teamwork skills and confidence. It will also create more resilient children. Children will learn to celebrate others success as well as their own. Children from disadvantaged backgrounds will have the opportunity to develop their teamwork skills and become more resilient.	Children will have taken part in competitions. Children will receive certificates and photos will be shared with parents and carers.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				