

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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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 voice is stating that the Complete PE scheme is supporting knowledge and skill acquisition and supporting. LTP has been updated after staff voice suggested units that worked well and didn't work well. Complete PE has enabled us to develop a more skills-based curriculum rather than a sports-based curriculum. A robust CPD plan supported 5 ECTs, completing a 6-week block. All ECTs reported an increase in confidence in teaching good PE lesson and will be able to utilize this knowledge in all PE lessons next year.	ECTs reported that staff member from Castleford Academy (ECTs themselves) did not stick to the 2:2:2 teaching model. Lesson drop ins suggest staff are not utilizing the videos before a lesson to show children expectations of a skill.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Additional opportunities for pupils to engage in physical activity at lunchtimes through partnership with Premier Sports for KS1 and KS2. 59% commented that they are always active. Additional 32% commented they are regularly active. An additional 50 pupils to engage in physical activity through targeted intervention. Increase in pupils attending afterschool clubs: 190 places signed up for – 121 (35%) different pupils have attended at least 1 afterschool club, with 69 pupils attending multiple clubs across the year.	Less engagement has been noted at lunchtimes when Premier Sport are not in attendance. 13% of pupils (41) reported that they never engage in physical activity in playtime or lunchtime.

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	Targeted interventions supported pupils with SEMH and those with low self-esteem. The intervention for low self-esteem in Year 4 was particularly strong, with DP suggesting a significant increase in classroom confidence at the end of the year.	31% of pupils are not physically active for 60 mins per day.
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 in order to get more pupils involved: Extra-curricular – multi-skills, football, basketball, dodgeball, flag football, handball, archery, table tennis, gymnastics Archery and golf equipment has been successful on the playground.	65% of pupils have not taken part in an extra-curricular sports club at school.
5. Increasing participation in competitive sport	14 competitions attended at Castleford Academy. R and KS1 competitive competitions included.	We did not win as many competitions as usual. Some competitions were missed due to poor planning.

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*

<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	At the end of year 4, 68% of pupils could swim 25m.	32% could not swim 25m.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 4, 68% could use a range of strokes effectively.	32% could not.
3. Perform safe self-rescue in different water-based situations	At the end of year 4, 68% of could perform self-rescue	32% could not.



Aim	Why?	Key Area	Supporting evidence
Provide more opportunities for pupils to be physically active throughout the school day.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week	Increasing engagement of all pupils in regular physical activity and sporting activities	Staff and pupil voice. Extra-curricular registers and timetable. Intervention register and timetable.
Provide more opportunities for the least active pupils.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week	Providing targeted activities or support to involve and encourage the least active children.	Staff and pupil voice. Intervention register and timetable.
Provide more opportunities for pupils to take part in competitive sport.	To ensure pupils can take part in competitions both inside and outside of school.	Increased participation in competitive sport.	Registers and results from sports competitions.

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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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

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)	Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.	Partnership with ACES providing 5 lunchtime clubs, 2 afterschool clubs and 5 targeted interventions per week. Develop provision for SEND sports enrichment. Develop Sports leaders to lead on games for KS1 and KS2 pupils. Introduction of Yoga sessions for Y2, Y3 and Y5. Continue to buy/replenish equipment that provides a broad/balanced range of activity.	80% of pupils report that they are physically active for 60mins per day. In July 2025, 13% of pupils reported to not being active at playtimes of lunchtimes. The aim is for this to be 0% More than 35% of pupils attend extra-curricular activities. Staff voice shows SEND provision is impacting positively on attitudes towards physical activity.	Pupil voice. Staff voice Extra-curricular activities and timetables. Intervention timetable. Observations
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. SEND provision was hugely successful with weekly sessions with Rainbow Room children. 49% of pupils across school completed a 6 week block of yoga, completing an additional 45mins physical activity per week. After-school clubs were better attended this year than the previous year. Achieve School Games Mark – Gold award.	Now that the program changed and was more successful, school staff can train future Sports Leaders to develop the range of games at lunchtime. Greater levels of SEND being more physically active during the school day. Staff working in the rainbow room now have increased confidence to lead these sessions independently. Continue to provide opportunities for after-school clubs to be parent-paid or teacher lead. Yoga used to reduce anxiety in pupils and improved core-strength to take part in independent physical activity.	Yoga participation registers. After-school club registers. Lunchtime observations.	Yoga - £4500 ACES partnership - £14,000 Equipment - £575.05

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)	Provide more opportunities for pupils to take part in competitive sports.	Purchase of SLA with Castleford Academy pyramid sports competitions. Robust planning of which member of staff will lead the competition so that MD is not doing all of them. Pay for travel to the Accomplish Games. Rental of Glasshoughton Field, purchase lines to be painted and, stickers and medals for Sports Day. Purchase of medals and equipment for SEND sports day.	100% of pupils with EHCP to take part in competitive sport. 100% of pupils to take part in Competitive Sport. More competitions won in Castleford Academy pyramid sports competitions. Successful attendance of Accomplish Games.	Pupil voice. Competitions register.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	40% of pupils represented school at inter-school competition. 90% of pupils took part in intra-school sports competitions. 80% of pupils with EHCP competed in the Sunflower Sports day.	Sports competitions are sustainable as costing is not high compared to number of pupils participating in school sport.	Add text here	Sports Day cost - £272 Purchase of SLA with Castleford Academy pyramid sports competitions - £400