

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

Commissioned by



Department
for Education

Created by



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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

<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	During the Summer 2 term 2024/2025 59 children from year 6 and 58 children from year 5 have been taking part in the Swim:Ed programme using a pop up pool. Initial assessment Year 6- 17% of children were able to swim at least 25 m Year 5- 38% of children were able to swim at least 25 m Final assessment Year 6- 59% of children were able to swim at least 25 m Year 5- 52% of children were able to swim at least 25 m	We still have 41% of Year 6 who did not reach the NC 25m expectation We have more children in year 5 who have not met the 25m NC expectation. 48% of the year group still can not swim the 25m

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<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	<u>Initial assessment</u> Year 6- 88% of children were able to use a range of strokes effectively Year 5- 81% of children were able to use a range of strokes effectively <u>Final assessment</u> Year 6- 95% of children were able to use a range of strokes effectively Year 5- 86% of children were able to use a range of strokes effectively	

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<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Perform safe self-rescue in different water-based situations	<u>Initial assessment</u> Year 6- 0% of children can perform safe self-rescue in different water-based situations Year 5- 0% of children can perform safe self-rescue in different water-based situations <u>Final assessment</u> Year 6- 88% of children can perform safe self-rescue in different water-based situations Year 5- 90% of children can perform safe self-rescue in different water-based situations	

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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	To have our own Woodlands member of staff teaching PE across the academy is has so many benefits. They are embedded in school life and the routines of the school. Relationships with the children and our sports coach are strong which enables a safe environment for our children to learn.	Add text here
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Every year the whole academy comes off timetable to have a whole week immersed in being active and learn new sports. We want to make sure children at Woodlands have a healthy lifestyle and work on positive mental wellbeing.	Add text here

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	Every year the whole academy comes off timetable to have a whole week immersed in being active and learn new sports. We want to make sure children at Woodlands have a healthy lifestyle and work on positive mental wellbeing.	Add text here
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	Children at Woodlands have the opportunity to attend after school clubs. These are available for all of KS1 and KS2 children. This enables us to provide provision up to 150 children per week. We have allocated money in our sport coach's salary to provide a free after school clubs for our PPG and SEND children. This was an area highlighted by AfPE. They stated that when children reach secondary school age the amount of physical activity undertaken reduces drastically; most of these children are SEND and PPG. At Woodlands, we want to instill a love for being active and being healthy for all children.	One of the afterschool clubs is targeted at SEND and PPG. This club has struggled with numbers even though the club is free to these children.

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?																		
5. Increasing participation in competitive sport	Increase participation in intra-school competitions. All classes compete in houses against each other in their last lesson every half term. Results to be recorded by Sports Coach and celebrated. Yearly Sports Day To take part in an inter competition to compete against other local schools. Year 3 & 4 Inter-House Competition  <table border="1"> <thead> <tr> <th>House 1</th> <th>House 2</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Woodlands A - 2</td> <td>Darwin A - 1</td> <td>Win</td> </tr> <tr> <td>Woodlands B - 3</td> <td>St Thomas B - 2</td> <td>Lost</td> </tr> <tr> <td>St Thomas A - 2</td> <td>Woodlands C - 0</td> <td>Win</td> </tr> <tr> <td>Woodlands A - 2</td> <td>St Thomas C - 0</td> <td>Lost</td> </tr> <tr> <td>Woodlands B - 0</td> <td>Darwin B - 0</td> <td>Lost</td> </tr> </tbody> </table> Year 3 and 4 Football Match- 26.06.25 Results Woodlands 3 Pool Hayes 0 	House 1	House 2	Result	Woodlands A - 2	Darwin A - 1	Win	Woodlands B - 3	St Thomas B - 2	Lost	St Thomas A - 2	Woodlands C - 0	Win	Woodlands A - 2	St Thomas C - 0	Lost	Woodlands B - 0	Darwin B - 0	Lost	Transport is one of Woodland's biggest barriers for us to attend competitions. Also, we are in the Walsall SGO region, but most competitions are roughly 30 minutes away.
House 1	House 2	Result																		
Woodlands A - 2	Darwin A - 1	Win																		
Woodlands B - 3	St Thomas B - 2	Lost																		
St Thomas A - 2	Woodlands C - 0	Win																		
Woodlands A - 2	St Thomas C - 0	Lost																		
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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:
 - 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

<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	During the Summer 2 term 2025/2026 56 children from year 6 and 59 children from year 5 have been taking part in the Swim:Ed programme using a pop up pool. Initial assessment Year 6- 54% of children were able to swim at least 25 m Year 5- 25% of children were able to swim at least 25 m Final assessment Year 6- 73% of children were able to swim at least 25 m Year 5- 33% of children were able to swim at least 25 m Progress year on year Year 6 have increased the % of children reaching 25m NC from last year going from 52% to 73%	Still have 27% of Year 6 children this is 15 children not able to swim 25m

Aims for the next academic year (2025/2026)



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 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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 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?
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Initial assessment Year 6- 86% of children were able to use a range of strokes effectively Year 5- 68% of children were able to use a range of strokes effectively Final assessment Year 6- 96% of children were able to use a range of strokes effectively Year 5- 89% of children were able to use a range of strokes effectively	

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 5. *Increasing participation in competitive sport*

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Perform safe self-rescue in different water-based situations	<u>Initial assessment</u> Year 6- 57% of children can perform safe self-rescue in different water-based situations Year 5- 20% of children can perform safe self-rescue in different water-based situations <u>Final assessment</u> Year 6- 89% of children can perform safe self-rescue in different water-based situations Year 5- 66% of children can perform safe self-rescue in different water-based situations	In year 5 there are still 20 children who did not achieve safe self rescue

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Children to continue their extra 15 minutes of activity through the Weekly Mile.	Children across the Academy improved their overall fitness through number laps, increasing endurance and stamina. Most of all to promote physical fitness and a healthy mind and body for all our children at Woodlands. Data from each class, which is recorded and kept in the classrooms for children to check their progress and set personal goals.	Increase confidence, knowledge and skills of all staff in teaching PE and sporting activities	Record sheets Pupil voice
Own Sports Coach has been employed to give high quality PE teaching and expertise to our children	All children take part in at least one hour of a high quality PE lesson. A termly review of PE provision takes place to seek ways to improve. Adaptations to be planned for so all children can achieve regardless of their ability	Increase confidence, knowledge and skills of all staff in teaching PE and sporting activities	Planning Adaptations being planned and used

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Aim	Why?	Key Area	Supporting evidence
Children have the opportunity to take part in structured activity during lunchtime along with a choice of After School Clubs.	Increased participation in lunchtime clubs Increased participation at after school clubs Increased participation of PPG/SEND children attending an additional one hour afterschool club free of charge	Increase confidence, knowledge and skills of all staff in teaching PE and sporting activities	Registers Increased participation

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Aim	Why?	Key Area	Supporting evidence
Raise attainment of children reaching ARE and GD in PE.	Activities are being planned for and are progressive. PE lead checks the assessment to monitor children Working Towards, ARE and GD. These saved on the planning drive for staff to access when they need. GD children are identified through AfL and then challenged to develop their understanding and knowledge Adaptive teaching is also used during lessons to ensure all learners are achieving including PPG and SEND children- EYFS curriculum to fall in line with the EYFS Development Matters Document	Increase engagement of all pupils in regular physical activity and sporting activities	Planning scrutinies. Half Termly Assessment tool AfL book kept by Sports

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Aim	Why?	Key Area	Supporting evidence
Sports Star of the week celebrated every week to ensure the whole school is aware of the importance of PE and Sport. It encourages all pupils to aspire to be involved in the assemblies.	Celebrate our success and share on the weekly newsletter that goes out to all parents- promote healthy minds More awards are being celebrated in weekly assemblies and documented on our weekly newsletter	Increase engagement of all pupils in regular physical activity and sporting activities	Newsletters Website Weekly assembly celebration
Annual Health and Fitness week which is a whole week of physical activity for the whole school.	New love for sports that are new to children Children to instill the school games values. Positive approach to activity from our children at Woodlands. Children are more physically active during that week and we promote being active throughout every day. Sports Days included to promote competition	Increase engagement of all pupils in regular physical activity and sporting activities	Children's attitude Children using language from the School Games Values. Pupil Voice Sports Day results- reward Health and Fitness newsletter

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Aim	Why?	Key Area	Supporting evidence
Use the assessment tool to track children's progress on a half termly basis in each subject area.	PE coordinator to track % of children who are below, ARE and GD on a half termly basis Sports Coach to identify children who are below ARE during lessons.	Raising the profile of PE and sport across the school, to support whole school improvement	Half termly assessments Continuous AfL
Woodlands continues to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in sport and become more active.	Lunchtime clubs a week available for all children to attend. Drop in club no limit of children who want to attend. 5 afterschool clubs for children to attend. From the pupil surveys our Sports Coach is now rotating his lunchtime clubs on a half termly basis and assessing the popularity of afterschool clubs and changing those accordingly Increased participation from our SEND/PPG children in specific target after school club.	Offer a broader range and more equal experience of a range of sports and physical activities to all pupils	Registers from After School Clubs Increased participation in lunchtime clubs

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Aim	Why?	Key Area	Supporting evidence
Ensure the Forest School and Outdoor Learning curriculum is implemented in Woodlands.	Curriculum is being implemented by our Forest School lead. Learning which takes place during Forest School is linked to children's learning throughout the year.	Offer a broader range and more equal experience of a range of sports and physical activities to all pupils	Assessment tracking through Forest School lead Pupil voice
Promotion of healthy eating and teach children to prepare healthy foods, snacks and meals through Taste Time and Phunky Foods which is part of our D& T curriculum.	Children who do not have the opportunities to go to out of school sessions are able to take part in school grounds and close to home. Increase confidence and children's ability at Woodlands. This also provides a life skill which all children should be able to access.	Offer a broader range and more equal experience of a range of sports and physical activities to all pupils	Changes in attitudes to a healthier lifestyle Children wanting to try new healthier options

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Aim	Why?	Key Area	Supporting evidence
Provide a swimming after school club for Year 3 and 4	Children who do not have the opportunities to go to out of school sessions are able to take part in school grounds and close to home. Increase confidence and children's ability at Woodlands. This also provides a life skill which all children should be able to access.	Offer a broader range and more equal experience of a range of sports and physical activities to all pupils	We are able to offer 24 spaces for this club- registers Increased confidence in swimming. Pupil Voice
Increase the number of children taking part in competitive sports.	Increase participation in intra-school competitions. All class compete in houses against each other in their last lesson every half term. Results to be recorded by Sports Coach and celebrated. Yearly Sports Day Take part in events organised by the SGO Arrange fixtures with local schools	Increase participation in competitive sport	Planned intra-school competitions at the end of every unit taught in PE- recording sheet Planned intra-school competitions Health and Fitness week – see H&F planning Competitive sport out of school- website/ newsletter Yearly Sports Day- results Children wanting to take part in inter competitions to compete with other schools

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.*
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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)	To promote a love of activity and sport for children who attend Woodlands	Annual Health and Fitness week, which is a whole week of physical activity for the whole school.	More children asking for lunch time clubs and afterschool clubs	Newsletters Health and Fitness week engagement Staff voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children wanting to start up new school teams e.g netball, basketball, football	Staffing and time is an issue to provide additional clubs	https://primariesite-produced.s3.amazonaws.com/woodlands-academy-of-learning/UploadedDocument/55223897-5b1d-4603-98b8-10391a50276e/friday-3rd-july-2026.pdf 	£350

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)	To provide more opportunities for swimming for children at Woodlands	Pop up pool Afterschool swimming lessons for children in year 3 and 4 Taster sessions for children in year 4 on the last week of term	Improved confidence in the water More children going swimming More children being safe around water	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	See results above Afterschool swimming session 24 children attended. 11 girls and 13 boys across years 3 and 4.	Yes, if we continue with the Sports Premium money. The pop up pool is costly and as a school we have to top up the money to pay for the pool and coaches.	See results above for current Year 5 and 6 children. Year 4 children have been assessed ready for their turn when they reach year 5.	£6500 top up

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)	Increase the number of children taking part in competitive sports.	Attend more competitions arranged by the SGO Continue to play intra competitive games in house colours	Improved attitude to sport and activity More children attending clubs Children learning the elements of the School Games Values when playing competitive sport	SGO calendar which is emailed Competition evidence sheets Attitudes in Health and Fitness Week
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Woodlands children asking to set up netball, basketball and football clubs in school. More celebration of sport in assemblies. Children are bringing I their trophies and certificates to share with the school Gold Sports Game Mark	Yes, more time given to PE lead to arrange , train and take children to events <u>Year 5 Engage Netball- 20.11.25</u> 	<u>Year 4 Compete Football- 30.06.26</u>  <u>Year 5/6 Netball- 09.02.26</u> 	£0 Time for PE lead out of class and to organize built in to school costs