

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

Commissioned by



Department
for Education

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Axbridge Sports Premium Breakdown of Spend 2025 – 2026

Total Spend Received 25-26	£17,190.00
Key Areas of Spending	
CPD	
Continue to provide specialist sports coaching x1 weekly PE for EYFS-Y4	£4,300
Internal Activities	
Update existing resources for Forest school, playtime equipment and sporting resources	£1,500
Continue to use Twinkl Go PE resources and top training given to further support high quality PE sessions	£1,095
To continue to provide broad range of afterschool clubs for children in KS1/KS2 and further support children from disadvantaged backgrounds to have more access to these clubs.	£1,500
Forest school provision for EYFS and KS1	£4,425
To continue to provide all KS2 (Y3 and Y4 children) access to swimming lessons and aquatic opportunities	£2,000
External Activities	
Continue to take part in Interschool sports festivals or competitions	£1,200
Total Spend	£16,020

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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 children 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 children.

<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	78% of children in year 4 can swim 25 metres. Evidenced given by KFL centre by poolside teacher and supported by class teacher.	Some children not reaching 25m competence Support to be given by KFL swimming coaches.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	78% of children in year 4 can use a range of strokes effectively. Evidenced given by KFL centre by poolside teacher and supported by class teacher.	Some children not reaching 25m competence Support to be given by KFL swimming coaches.
3. Perform safe self-rescue in different water-based situations	78% of children in year 4 can perform safe self rescues. Evidenced given by KFL centre by poolside teacher and supported by class teacher.	Some children not confident at preforming self rescue during water safety sessions Support to be given by KFL swimming coaches.

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	By providing Twinkl go PE resources staff feel more confident at delivering a range of sports including tennis, badminton.	Continue to evaluate staff confidence and competence through learning walks.
2. Increasing engagement of all children in regular physical activity and sporting activities	All PP and disadvantaged children to access one free of charge sport club per term . By continuing to provide subsidised sports Afterschool clubs and broadening our offer of clubs will impact on all children' access to a range of additional sporting events and develop further skills By updating resources at playtimes children are more engaged and able to use equipment with confidence and competence.	Still some children not always active for the 60 mins daily activity.

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	By celebrating all things PE including a visit from 'Great Athletes' that really helped get children excited and involved in sport. Sharing and celebrating success when Y3 and Y4 participating in Middle School Festivals	Continue to build in whole school event that raise the profile of sport.
4. Offer a broader and more equal experience of a range of sports and physical activities to all children 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 children involved in sport. Focus particularly on those children who do not take up additional PE and Sport opportunities.	Continue to ensure Pupil Premium, Disadvantaged and SEND children have access to a range of physical activities opportunities.
5. Increasing participation in competitive sport	Y3 and Y4 participate in Sport Festivals at Middle schools.	Not as much uptake in sporting festivals with Y4 children.

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 children**
- 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 children 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 children 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 25m	At the end of year 4, 78% of children could swim 25m.	Some children not reaching 25m competence
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 4, 78% of children could use a range of strokes effectively.	Some children not reaching 25m competence
3. Perform safe self-rescue in different water-based situations	At the end of year 4, 78% of children could perform a safe self rescues.	Some children not confident at preforming self rescue during water safety sessions

Aim	Why?	Key Area	Supporting evidence
To support staff to plan and implement assessment using SOLO taxonomy questioning and the foundation subject assessment tracker.	So that staff are able and confident when teaching and assessing PE.	Key indicator 3: Increasing the confidence, knowledge, and skills of all staff in teaching PE	Staff feedback Use of Foundation Tracker
Provide in school opportunities for children to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.	To ensure that all children will be active on average 60 minutes a day, 7 days a week. Provide subsidised clubs such as dance To ensure access to forest school activities	Key Indicator 2: Increasing engagement of all children in regular physical activity and sporting activities	Extra curricular timetable and participation data. Lunchtime clubs
To develop intra school PE competitions within KS1 and KS2. Continue to be involved with middle school sport festivals for KS2.	To ensure all children can access competition in school, to encourage all children to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Y3 and Y4 attended sport festivals at Hugh Sexey Middle school

Your objective: Provide PE CPD and support to all staff



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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 support staff to plan and implement assessment using SOLO taxonomy questioning and the foundation subject assessment tracker.	Support staff to identify where assessment opportunities are within the subject area. Share good practice in staff meetings and discuss tracker at key points in assessment cycle	Staff are confident in planning assessment within the subject area and children's attainment is identified throughout the year, allowing gaps to be filled.	Use of foundation tracker. Staff confidence
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff Confidence and use of solo taxonomy tracker has begun to be embedded. Most teachers are confident using it. Sport Coach assessment is also used to triangulate.	Continued CPD can come from sharing good practice in school and from PE conference.	Staff confidence surveys and through staff meeting discussions, children identified on foundation tracker to be given additional support.	£60 – Sporting Conference for PE Lead PE Twinkl subscription - £1,095 Total = £1,155

Your objective: Drive physical activity levels



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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 children to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups. Therefore, ensure that all children will be active on average 60 minutes a day.	Increase the number and range of activities and clubs on offer (games, dance, forest school) Implementation of new extra-curricular timetable. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity.	More children involved in sport including Pupil premium and SEND consistently.	Extra curricular timetable and participation data. Lunchtime participation observation
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More children involved in afterschool clubs and more active playtimes	Continue to provide high quality extra-curricular clubs.	Use of pupil foundation tracker Extra curricular timetable and participation data. Lunchtime games sheets	Update sporting equipment and playground games – £1,500 To continue to provide a broad range of After Schools- £1,500 Forest school provision – £4,425 Total = £6,425

Your objective: Develop competition



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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 develop intra school PE competitions within KS1 and KS2 To continue to attend Sporting Festivals at Hugh Sexey Middle School To ensure celebration of sporting achievements at sports day	PE lead to work with Year 1, Year 3 and Y4 teacher to arrange trialed intra sporting competitions. Arrange house competition within classes to take place at the end of each unit to celebrate learning. Support Y3 and Y4 children to attend Hugh Sexey Middle School Sport Festivals	All children in KS1 and KS2 to continue to develop their skills taught termly in competitive games. Y3 and Y4 Children experience a range of different sporting opportunities whilst also mixing with other Trust Schools	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar shared through Hugh Sexey Middle School
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All children in KS1 have had an opportunity to compete in an intra competition successfully. All Y3 and Y4 children had the opportunity to compete in Hugh Sexey Middle School Sport Festivals.	Competitions need to be fully embedded throughout the year.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar shared by Hugh Sexey Middle School	Coaches, certificates Total cost £1,200

Your objective: Strive to ensure all children meet the minimum requirement in swimming.



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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 swimming lesson to all Year 3 and Year 4 children to help support Middle Schools with Y6 expectation to swim confidently.	To book lessons and coaches for Year 3 and Year 4 to attend lessons at KFL session and be taught by swimming coaches	By the end of year 4, 85% of children could swim 25m and use a range of strokes effectively.	Swimming reports from class teacher and swimming coaches
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	By the end of Year 4, 78% of children are able to swim confidently 25m	The school are committed to ensuring swimming is a key focus and opportunities to support this are given in Year 3 and Year 4	Swimming reports from class teacher and swimming coaches.	Swimming lessons and coaches Total £2000