

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 (2025/2026)



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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	All classes in autism pathway attend swimming sessions in school hydro pool. Due to nature of complex needs, we redesigned the swimming curriculum to focus on water safety first and then developed into stroke development for those with the cognitive and physical ability to access this provision.	Pupils in Semi formal pathway and FEU used offsite facilities to access swimming sessions. Due to pool revamp, not as many students accessed this provision as previous years.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	As above, all student in autism pathway accessed swimming in school provision. Front crawl strokes where effectively taught.	Due to the sensory needs of pupils, a large number of pupils did not develop onto back stroke. These pupils accessed water confidence/sensory provision
3. Perform safe self-rescue in different water-based situations	This has been the biggest focus for our swim provision this year due to the complex needs of pupils. Safe entry, egress and self rescue where the main coaching points of sessions along with water confidence and sensory play.	

Review of the last academic year (2025/2026)



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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	At Durham Trinity School, the PE curriculum was again thoroughly reviewed and further developed to ensure it aligned with the wider curriculum offer across the school and met the needs of our pupils. Staff made effective use of the resources to support the planning and delivery of engaging, high-quality PE lessons, helping to ensure consistency and progression across all year groups. Pupils participated in a range of inter-house sporting activities and competitions throughout the year, ensuring that all children had opportunities to experience competitive sport, develop teamwork skills and celebrate personal achievement in a supportive and inclusive environment.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Interhouse sports ensured that every child had the opportunity to take part in physical activities and sporting activities. The further development of continuous provision in partnership with Durham University allowed even the most complex needs student to actively participate in PE	The number of pupils working with outside, quality coaches was not at the same level as previous years. The development of an ASD sports morning did not arise due to staffing time constraints. The PMLD morning, held in partnership with Smile Through Sport, is a great success and we would have liked to mirror this with a ASD morning. This is in the planning for 25/26

Review of the last academic year (2025/2026)



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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	Project with RFU to develop T1 Rugby for SEND pupils had a significant impact on DTS as well as schools nationally. Further development of Continuous Provision in PE raised engagement levels across the school, developing best practice which was shared at YST Lead Inclusion School Conference, AfPe Conference and at a Westminster working party.	
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	Success was measured by DTS becoming a MATP Centre of Excellence for Special Olympics. Showing our dedication to our PMLD pathway, providing opportunities for pupils to access all sports but through MATP. More pupils had access to sports delivered by outside agencies, giving pupils the opportunity to try sports off site.	No opportunities for EYFS pupils to experience sports festivals off site. This is in development for next year. DTS will design and implement the festival and invite local SEND EYFS pupils to attend.
5. Increasing participation in competitive sport	We gave more opportunities to a wide range of pupils to attend competitive sport. Examples include attending pantahlon events, SGO events, Durham County Cricket Events. Colleges at Durham University also designed and implemented inclusive competitive sports events that we could attend. Giving a larger number of pupils the opportunity to participate.	

Aims for the next academic year (2026/2027)



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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	To increase the number of pupils in ASD pathway who are confident with water safety. To increase the number of pupils to feel confident in water due to sensory needs	A percentage of pupils do not access pool provision due to sensory needs of pool environment.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	To increase the number of pupils in ASD pathway who are confident using front crawl and star float as part of their water safety curriculum.	
3. Perform safe self-rescue in different water-based situations	To increase the number of pupils in ASD pathway who are confident with water safety. To increase the number of pupils to feel confident in water due to sensory needs	

Aims of new academic year (2026/2027)



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Aim	Why?	Key Area	Supporting evidence
To improve the physical activity offered at unstructured times to engage more children in exercise	To enhance physical activity within the school day to improve participation and engagement in other areas of the curriculum.	Indicator 2- Engagement of all pupils in regular physical activity Indicator 4- Broader experience of a range of sports and activities offered to all pupils	Significantly improved outdoor offer at play and lunchtimes has led to a reduction in behavior incidents on the school yard and improved concentration in the classroom
To increase the range of school enrichment clubs offered by the school based on new enrichment framework	To increase participation in sports. New Durham 6 th Form Leadership partnership established. Student leaders will help facilitate clubs as part of level 3 qualification. Staff at DTS to support in inclusive practice	Indicator 2- Engagement of all pupils in regular physical activity Indicator 4- Broader experience of a range of sports and activities offered to all pupils	Increased numbers of children attended clubs and an increasing number
To develop a stronger programme of inter-house events for EYFS to provide opportunities for all children to participate in competitive sport	To provide opportunities for every child to participate in competitive sport	Indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sport Indicator 2- Engagement of all pupils in regular physical activity Indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement Indicator 4- Broader experience of a range of sports and activities offered to all pupils Indicator 5- Increased participation in competitive sport	All children to take part in a competitive interhouse sports activity Increased participation in festivals and leagues offered by Education Enterprise. 100% of children to attend an event.
Increase staff confidence, especially with new TA staff, new to the school and the profession in the delivery of high quality physical education	To raise the standards in teaching and learning in PE	Indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement Indicator 1 - - Increased confidence, knowledge and skills of all staff in teaching PE and sport	All staff to be confident in supporting specialist teachers in PE

Plan, monitor and evaluate (2026/2027)



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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 (2026/2027)

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: Continue to embed PE curriculum over all pathways



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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 continue to embed the school's physical education offer so that more children excel and have opportunities to represent the school	By purchasing buses so that children can be transported to these events By engaging with wider network to see what is on offer but also to work with the wider network to plug the gaps of festivals that are missing so that each pathway in school does not miss out on opportunities.	Every child across the school has the opportunity to represent the school Stronger links are formed to local clubs and the network so that children can build their skills, physically and socially	Participation data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective: Develop provision for EYS groups



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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)	Develop provision to increase activity/festival opportunities for EYFS groups	By engaging with wider network to see what is on offer but also to work with the wider network to plug the gaps of festivals that are missing so that each pathway in school does not miss out on opportunities. Purchase new equipment to support learners with practice before festival dates By purchasing buses so that children can be transported to these events	Every child across the EYFS has the opportunity to represent the school Stronger links are formed to local clubs and the network so that children can build their skills, physically and socially	Participation data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective: Develop opportunities for ASD pathway



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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)	Develop provision to increase activity/festival opportunities for ASD groups	By engaging with wider network to see what is on offer but also to work with the wider network to plug the gaps of festivals that are missing so that each pathway in school does not miss out on opportunities. Purchase new equipment to support learners with practice before festival dates By purchasing buses so that children can be transported to these events	Every child across the EYFS has the opportunity to represent the school Stronger links are formed to local clubs and the network so that children can build their skills, physically and socially	Participation data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective: To audit and then renew resources for the teaching of physical education in line with DTS curriculum model.



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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 audit and then renew resources for the teaching of physical education in line with the DTS curriculum model.	Full audit of PE equipment and resources Order new resources CPD for staff so that they are aware of new equipment and how it should be used to support teaching and learning	Increased staff awareness of PE equipment Improved quality of teaching and learning in physical education due to improved resources Equipment is used correctly and effectively by both staff and pupils	Quality assurance of physical education
	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)	To work with wider network to develop more enrichment based clubs throughout the day/week so that pupils have more opportunity to a wider range of physical activities	Source network to help facilitate clubs Purchase of new equipment if needed	Increased participation in sports clubs resulting in higher standards of learning in physical education lessons	PE outcomes (data) Enrichment participation register
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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