Department for Education



Part A

PE and Sport Premium transition toolkit

Monitoring form

2026/27 academic year

Department for Education

Part A PE and sport premium transition toolkit Monitoring form

Department for Education

- It is intended that this monitoring form 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 up 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 your PE and sport premium funding in 2026/27.
- 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 form includes swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons following the completion of core-swimming 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 2026 to 2027 - GOV.UK
- The grant also supports the Inclusion 2024 Inclusive PE hub an online platform of resources to help schools make PE and sport more inclusive.
- Swimming and Water Safety

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.*

Swimming and Water Safety	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	• **90% of pupils in year 6 can swim 25 metres.** • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	2 pupils out of 16 (12.5%) achieved this.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• **75% of pupils in year 6 can use a range of strokes effectively.** • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	0 pupils out of 16 (o%) achieved this.
3. Perform safe self-rescue in different water-based situations	• **90% of pupils in year 6 can perform safe self-rescue.** • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	0 pupils out of 16 (o%) achieved this.

Review of the last academic year (2025/2026)

Department for Education

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities	• Classes who have participated in coaching sessions have made progress within physical development. Staff have found the sessions beneficial in developing their skills in teaching PE.	• Staff who attended the training are more confident at teaching PE. However, this continues to be a focus to develop more staff's knowledge so PE can be delivered effectively across the school.
2. Increase all pupils' engagement in regular physical activity and sporting activities	• Pupils have benefited from having access to physical equipment. This has enabled their sensory needs to be met which has support self-regulation. Pupil's sensory diets have been able to be implemented throughout the school day to support their sensory needs. • Our pathway 1 pupils, who are often difficult to engage, have increased their participation in physical activity. They have done this through the highly motivating physical space	• Staff need to continue to develop their knowledge of how to meet the sensory and physical needs of pupils and how to effectively use the physical equipment purchased. • The space created is next to the rebound therapy trampoline. This has caused issues with some pupils as they want to access the trampoline but due to a limited number of staff being trained this isn't possible.

Review of the last academic year (2025/2026)

Department for Education

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	• Pupils have daily active blast sessions which has helped them to achieve 2 hours of physical activity each week. Teachers have access to resources to support teaching fundamental movement skills. • Pupils have accessed sport within the local community. They have participated in boxing and Zumba, leading to increased participation in physical exercise.	• Active blasts sessions and the sporting events in the community are not appropriate for all pupils. Some of our pathway 1 pupils are unable to access these.
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	• Ensuring staff are trained Rebound therapists at level 4-8 means pupils could attend our rebound therapy intervention. • • There has been an increase in pupils' physical activity as they engage in physical activities during play and lunchtimes.	• Only 1 member of staff carrying out interventions once a week, means only a small selection of pupils can access the rebound therapy intervention. • Staff need to continue to develop their ability to deliver activities at play and lunch times.
5. Increase participation in competitive sport	• Attending a range of sporting events and competitions has built the pupils confidence. Pupils across the school have attended different sessions, developing their travel training skills, social skills and physical skills	• Some competitions and events are not fully inclusive.

What are your next steps for this 2026/27 academic year?

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Aim	Why?	Key Area	Supporting evidence
Increase participation in sporting events and competitions.	Increase physical activity in school. Provide further opportunities to develop social skills through accessing the community, learn skills requires to participate in competitive games.	Key Indicator 5. Increase participation in competitive sport	SONAR data shows pupils have made progress within independence and physical well-being.
Increase engagement of all pupils in regular physical activity and sport.	Pupils are often seeking sensory and physical input. To further support their sensory and physical needs the pupils will benefit from equipment they can independently access to meet their sensory and physical needs.	Key Indicator 2. Increase all pupils' engagement in regular physical activity and sporting activities. Key Indicator 3. Raise the profile of PE and sport across the school, to support whole school improvement	OT support in classes using the physical equipment and supporting staff to do this. Curriculum monitoring has identified pupils using the equipment and has supported increased physical activity.
Enhance movement patterns, develop and promote motor skills, body awareness, balance and co-ordination through training more staff in Rebound Therapy so a larger cohort of pupils can attend sessions.	There are many pupils across the school who would benefit from participating in rebound therapy. However, we do not have enough trained staff to deliver this.	Key Indicator 3. Raise the profile of PE and sport across the school, to support whole school improvement Key Indicator 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	Progress against Rebound Therapy program- Winstrada. Observations recorded using EFL and Intervention Tracker

What are your next steps for this 2026/27 academic year?

Department for Education

Aim	Why?	Key Area	Supporting evidence
Regular opportunities to participate in physical activity are given to pupils using Active Blasts sessions on iMoves.	There are times within the school day where further physical activity could be delivered. This will increase pupils' physical activity and hopefully develop their engagement within PE through fun bitesize sessions.	Key Indicator 1. Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities Key Indicator 2. Increase all pupils' engagement in regular physical activity and sporting activities.	Evidence of pupils participating in active blasts sessions on EFL. Teacher feedback has been positive, with many teachers sharing the physical LTP has supported their teaching of PE (this LTP includes WFSPS and iMoves
Sports coaches to help upskill teachers through modelling lessons, team teaching and lesson observation with feedback.	Teachers continue to lack confident in teaching PE. Having sports coaches model and support staff to deliver PE sessions will support highly effective teaching.	Key Indicator 1. Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities Key Indicator 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	Achievements in Physical Development captured using our observation tool, EFL. MAD week monitoring and physical development monitoring, teacher discussions.
Increase staff's confidence, knowledge and skills in teaching PE and sport.	Staff lack confident in teaching PE and delivering sensory circuit sessions. If they had further knowledge, then teaching in PE would be effective.	Key Indicator 1. Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities	MAD week monitoring and physical development monitoring. Achievements in Physical Development captured using our observation tool, EFL. Staff questionnaire for OT support feedback.

What are your next steps for this 2026/27 academic year?

Department for Education

Aim	Why?	Key Area	Supporting evidence
Build and develop active links and clear pathways to sport, physical activity and leisure providers in the local community.	Pupils would benefit from increasing their physical activity. All pupils should have the opportunity to access sport in the community.	Key Indicator 2. Increase all pupils' engagement in regular physical activity and sporting activities. Key Indicator 3. Raise the profile of PE and sport across the school, to support whole school improvement	Evidence of pupils developing their physical development captured using EFL. Progress in physical development and well-being captured using SONAR.
Increase and develop engagement in physical activity for our most complex pupils, who are difficult to engage.	A small proportion of our pupils are hard to engage. They often seek sensory and physical input from staff. It would be supportive if they could begin to meet their own sensory need using physical equipment. These pupils need to be highly motivated to be able to do this and have equipment which is robust and sustainable to achieve this.	Key Indicator 2. Increase all pupils' engagement in regular physical activity and sporting activities. Key Indicator 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	Evidence of pupils developing their physical development captured using EFL. Progress in physical development and well-being captured using SONAR.
Introduce lunchtime clubs that include more physical activity to further support pupils' time engaged in active sport/physical activities.	Pupils access the playgrounds at play and lunch times but other than the playground equipment the pupils do not have any other resources to use. Staff will use the physical resources to engage the pupils in physical activities.	Key Indicator 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	Pupils have access physical activities during play and lunchtimes, enabling progress towards their physical development and well-being. This evidence will be captured on EFL, progress seen on SONAR, and physical development monitoring of play and lunchtimes.

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PE and school sport checklist

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- Consider within your school where you currently stand and what further support you need to put in place.

Questions	Yes	Partly	No
Do you have a clear PE and school sport action plan for the year ahead (2026/27), agreed by leadership?		/	
Can you evidence how last year's PE and sport premium funding was spent, and what difference it made?	/		
Do you know what Physical Education looks and feels like in your school and is this delivery high-quality?		/	
Is there a clear plan to develop staff confidence in PE, whether delivery is internal, external or mixed?	/		
Do you have a curriculum that is broad, progressive and properly sequenced across year groups?	/		
Do you know how many pupils are active for at least 60 minutes a day, 7 days a week?	/		
Do you have a clear plan for your extra-curricular club offer?			/
Is your wider school sport offer, including competitions, festivals, and fixtures planned?	/		
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?	/		
Do you have a clear plan for encouraging SEND pupils and less active pupils to become more active and participate in PE and school sport?	/		
If a governor, trust lead or external reviewer asked to see your PE and sport plan for future development, would you have clear evidence and rationale for impact?		/	
Are you clear on existing links with local clubs, and community settings to identify where further support and engagement could be made using local support for enhance your provision?		/	

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:

- *increase all staff's confidence, knowledge and skills in teaching PE and sporting activities*
- *increase all pupils' engagement in regular physical activity and sporting activities*
- *raise 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*
- *increase participation in competitive sport*

- 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

Plan, monitor and evaluate (2026/2027)

Swimming and water safety

Department for Education

Questions	Yes	Partly	No
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?	/		
Will any of your year 6 group be accessing top up swimming to enable them to achieve the outcomes below?			/

Look at the attainment of your current year 6 cohort. Complete by July 31, 2027.

Swimming and Water Safety	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	• **93% of pupils in year 6 can swim 25 metres.** This was down to including top-up swimming sessions for those pupils falling under the required attainment. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• We are aiming for this to be 100%. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• **78% of pupils in year 6 can use a range of strokes effectively.** This was down to including top up swimming sessions for those pupils falling under the required attainment. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• We are aiming for this to be 100%. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	• **95% of pupils in year 6 can perform safe self rescues.** • This was down to including top up swimming sessions for those pupils falling under the required attainment. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• We are aiming for this to be 100%. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.

Plan, monitor and evaluate (2026/2027)

Department for Education

Create and develop physical spaces around school, ensuring these meet the safe practice PESSPA guidance

	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 create and develop physical spaces around school, ensuring these meet the safe practice PESSPA guidance	- Purchase equipment needed to develop physical spaces - Purchase membership for PE association for access safe practice - Review the use of equipment already purchased	- Increase engagement of pupils in physical activity (2) - Ensure physical environments follows safe practice (3)	- EFL observation - Physical development monitoring - Phase monitoring
Evaluate (to be completed by July 2027)				£1500

Plan, monitor and evaluate (2026/2027)

Department for Education

Provide further PE CPD opportunities

	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 further PE CPD opportunities	- Seek out CPD opportunities (Chadsgrove inclusive PE delivered to whole-school?) - Book specific staff onto CPD courses with WSP	- Increase staff confidence in delivering PE (1) - The delivery of PE is high quality (1)	- Physical Development monitoring - Teacher questionnaire
	What impact have you seen?	**Are the improvements sustainable?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				£? Costing for chadsgrove inclusive PE to be delivered to all staff?? Within the sports partnership cost

Plan, monitor and evaluate (2026/2027)

Increase pupil participation in the community through sport opportunities

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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 increase pupil participation in the community through sport opportunities	- Identify sport competitions/ events suitable for our pupils - Phase leaders to identify classes and support them to access these	- Pupils increase their participation in competitive sport (5) - Pupils increase participation in physical activities in the community, developing their social interaction skills	- EFL observations - SONAR
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				£1000 Sports partnership membership

Plan, monitor and evaluate (2026/2027)

Purchase equipment for trikes to ensure these meet safe practice standards

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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 purchase equipment for trikes to ensure these meet safe practice standards	- Application for Theraplay trikes completed. Safety equipment to be purchased to ensure pupils are kept safe while using these	- All pupils will have the opportunity to access trikes (3) - All pupils will have the opportunity to develop their endurance and balance & stability (4)	- EFL observations - PE monitoring
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				£500

Plan, monitor and evaluate (2026/2027)

Develop and promote motor skills, body awareness, balance and co-ordination

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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)	- Due to increase in pupil numbers and changes in staff role, more staff need to be trained in Rebound Therapy so a larger cohort of pupils can attend sessions. Existing staff need to attend refresher training	- Book rebound therapy for identified staff to attend - Book refresher training for some staff	- Pupils will have further opportunities to enhance movement patterns, develop and promote motor skills, body awareness, balance and co-ordination through rebound therapy (2)	- EFL observation - Winstrada progression
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				£317 per person plus cost of 2 days cover £refresher?

Plan, monitor and evaluate (2026/2027)

Provide engaging and inclusive dance opportunities which are shaped to individual interests and needs

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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 engaging and inclusive arts opportunities where pupils can celebrate their achievements and thrive - To provide quality sensory experiences for students to explore and learn, shaped to individual interests and needs - CPD- Increase in staff confidence in delivering dance and movement	- Pupils to engage in inclusive dance lessons delivered by DanceFest - Identify different pathway classes so a range of pupils can engage in DanceFest - Staff to attend DanceFest sessions so confidence increases	- Increase pupils' engagement in dance sessions (2) - Provide them with a range of opportunities to develop their physical skills - Build positive relationships with others - Staff knowledge and skills of how to deliver dance will develop (1)	- Monitoring - EFL - Discussions with staff and pupils
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				2 X dance leads delivering a 1 hour workshop with 1 group of students over 5 weeks = £500

Looking ahead and sustainability

Department for Education

Intent - what is your objective and why?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Potential cost?	What supporting evidence will be necessary?	Is this sustainable, or does it require a year-on-year commitment
To create and develop physical spaces in classrooms and around school, ensuring these meet the safe practice PESSPA guidance	- Purchase equipment needed to develop classrooms and physical spaces - Purchase membership for PE association for access safe practice - Review the use of equipment already purchased	- Increase engagement of pupils in physical activity (2) - Ensure physical environments follows safe practice (3)	£3000	- EFL observation - Physical development monitoring - Phase monitoring	Sustainable.
To provide further PE CPD opportunities	- Seek out CPD opportunities (Chadsgrove inclusive PE delivered to whole-school?) - Book specific staff onto CPD courses with WSP	- Increase staff confidence in delivering PE (1) - The delivery of PE is high quality (1)	£?	- Physical Development monitoring - Teacher questionnaire	Sustainable.
To increase pupil participation in the community through sport opportunities	- Identify sport competitions/ events suitable for our pupils - Phase leaders to identify classes and support them to access these	- Pupils increase their participation in competitive sport (5) - Pupils increase participation in physical activities in the community, developing their social interaction skills	- £1000	- EFL observations - SONAR	Sustainable.

Looking ahead and sustainability

Department for Education

Intent - what is your objective and why?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Potential cost?	What supporting evidence will be necessary?	Is this sustainable, or does it require a year-on-year commitment
- To purchase equipment for trikes to ensure these meet safe practice standards	- Application for Theraplay trikes completed. Safety equipment to be purchased to ensure pupils are kept safe while using these	-All pupils will have the opportunity to access trikes (3) -All pupils will have the opportunity to develop their endurance and balance & stability (4)	£500	- EFL observations - PE monitoring	Sustainable.
- Due to increase in pupil numbers and changes in staff role, more staff need to be trained in Rebound Therapy so a larger cohort of pupils can attend sessions. Existing staff need to attend refresher training	-Book rebound therapy for identified staff to attend -Book refresher training for some staff	- Pupils will have further opportunities to enhance movement patterns, develop and promote motor skills, body awareness, balance and co-ordination through rebound therapy (2)	- £500	-EFL observation -Winstrada progression	Sustainable.
-To provide engaging and inclusive arts opportunities where pupils can celebrate their achievements and thrive -To provide quality sensory experiences for students to explore and learn, shaped to individual interests and needs -CPD- Increase in staff confidence in delivering dance and movement	-Pupils to engage in inclusive dance lessons delivered by DanceFest -Identify different pathway classes so a range of pupils can engage in DanceFest -Staff to attend DanceFest sessions so confidence increases	-Increase pupils' engagement in dance sessions -Provide them with a range of opportunities to develop their physical skills -Build positive relationships with others -Staff knowledge and skills of how to deliver dance will develop	- £500	-Monitoring -EFL -Discussions with staff and pupils	Sustainable.