



Part A

PE and Sport Premium transition toolkit Monitoring form

**2026/27
academic year**





Part A PE and sport premium transition toolkit

Monitoring form

- 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)

- 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	• 80% of pupils in year 6 can swim 25 metres. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• Extra training sessions for children to catch up. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher. • 100% of pupils including those with EHCP could swim at least 10 metres.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• 100% of pupils in year 6 can use a range of strokes effectively including children with an EHCP. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher. • !:2:! Swimming sessions provided for children with an EHCP.
3. Perform safe self-rescue in different water-based situations	• 100% 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.	• Targeted sessions for those pupils not meeting expectations. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.

Review of the last academic year (2025/2026)

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. To ensure that all pupils are engaged in active play during playtimes and lunchtimes.	- The implementation of OPAL and investment in CPD has ensured that all staff including mid days understand the theory behind purposeful play. - Children are having at least 1 hour of purposeful play. - Mid days are trained to lead play activities. - The lack of childhood movement an strength is being addressed. - The obesity levels of children are being challenged,	- The provision needs to be audited termly to review activities. - Local Authority data for heights and weights is not shared with school.
2. To ensure that all pupils are given the opportunity to participate in extra curricular activities and to represent the school at competitions.	- Additional opportunities for all pupils to engage in physical activity at lunchtime. - Physical activity and sporting achievements are celebrated in assemblies throughout the year, with 90% of pupils celebrated ensuring pupils of all abilities are recognised for participation, effort and improvement. - Registers from school extra curricular clubs show that SEND and Pupil premium children are fully represented at these clubs. - Halton School games offer ensured that children had as many opportunities as possible to compete.	- Not all pupils are active for 60 minutes a day, 7 days a week. - Even after an invite some children did not attend an extra curricular offer,

Review of the last academic year (2025/2026)

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
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 to get more pupils involved: - Extra-curricular clubs tailored to target pupils who are less active – Dodgeball, Dance, Cheer, Multi Sports and Nerf. - Analysis shows that boys and girls are represented across our extra-curricular offer. - Analysis shows that Pupil Premium children are represented across our extra curricular offer, - Focus particularly on those pupils who do not take up additional PE and Sport opportunities - End of year showcase to share our extra curricular offer.	There is still a pocket of children who do not attend any after school provision.
5. Increase participation in competitive sport	A larger amount of children have taken part in competitive competitions due to the Halton School games offer. .	- Continue to develop our competition provision. - Competitions cancelled due to extreme weather.

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

Aim	Why?	Key Area	Supporting evidence
To embed OPAL to ensure that pupils are physically active during play and lunch times.	To ensure that 100% of pupils will be active on average 60 minutes a day	- Increasing engagement of all pupils in regular physical activity. - Targeting specific children through OPAL. - Key indicator 2	. Lunchtime activity plan, regularly reviewed. - OPAL audits
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.	To ensure that 100% of pupils will be active on average 60 minutes a day,	- Increasing engagement of all pupils in regular physical activity and sporting activities. - Targeting specific children through OPAL. - Key indicator 2	- Extra curricular timetable and participation data. - Lunchtime activity plan, regularly reviewed. - Data for all physical activity completed on INSIGHT tracker.
Competition formats to reflect needs of pupils. See school games offer	To ensure 100% of pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	- Key indicator 5: - Increasing participation in competitive sport	- Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. . - Competition calendar and register of participants.
Focus on top-up swimming and water safety for those pupils not achieving the expected swimming and water safety attainment.	To ensure 100% of pupils meet the expected swimming targets.	- Key Indicators 1, 3, 4. - Developing pupil attainment.	Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.



PE and school sport checklist



- 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?	Yes		
Can you evidence how last year's PE and sport premium funding was spent, and what difference it made?	Yes		
Do you know what Physical Education looks and feels like in your school and is this delivery high-quality?	Yes		
Is there a clear plan to develop staff confidence in PE, whether delivery is internal, external or mixed?		Partly	
Do you have a curriculum that is broad, progressive and properly sequenced across year groups?	Yes		
Do you know how many pupils are active for at least 60 minutes a day, 7 days a week?		Partly	
Do you have a clear plan for your extra-curricular club offer?	Yes		
Is your wider school sport offer, including competitions, festivals, and fixtures planned?	Yes		
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 ?	Yes		
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?	Yes		
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?	Yes		
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?	Yes		

Aims for the next academic year (2026/2027)

- 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

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 ?	Yes		
Will any of your year 6 group be accessing top up swimming to enable them to achieve the outcomes below?	Yes		

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	Children have swimming lessons from Year 3 upwards.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Children have swimming lessons from Year 3 upwards.	
3. Perform safe self-rescue in different water-based situations	. Children have swimming lessons from Year 3 upwards.	

Plan, monitor and evaluate (2026/2027)

Provide CPD and support to all staff

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan 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.	- Offering a broad range of extra-curricular activities. - Monitoring attendance of each club, with a particular focus on specific groups such as girls/boys, SEND and PP. - PE resources updated to enable High-Quality teaching to take place.	- Attendance at extra curricular clubs is high. - Analysis shows that all groups across schools are represented at each extra curricular club. - Pupil voice data in September 2026 showed that 85% of pupils attend an extra curricular club.	Pupil confidence surveys, attendance registers, analysis of attendance to identify specific groups.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (to be completed by July 2027)		.		

Plan, monitor and evaluate (2026/2027)

Drive physical activity levels

	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. - Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	- Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders. - Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play. - Follow the OPAL framework for implementation.	We are aiming for 90% of pupils to be active at lunchtime through new play-leader activities and lunchtime activities.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Lunchtime participation data, alongside lunchtime activity plan.
	What impact have you seen?	Are the improvements sustainable?	Supporting evidence	Approx. cost
Evaluate (to be completed by July 2027)				

Plan, monitor and evaluate (2026/2027)

Develop competition

	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)	Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter-school competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	- Arrange house competition within classes to take place at the end of each unit to celebrate learning. - Arrange all UKS2 to represent school through school games competitions and competition hosted here against other local primary schools. Format to change based on pupil needs see competition format.	100% of all pupils will compete once again in an intra-house competition at the end of relevant units and during sports day. - That the % of pupils representing the school at competition increases.	Competition formats and planning for all intra-school lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (to be completed by July 2027)				

Looking ahead and sustainability

(Example is for reference purposes only)

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
Focus on lunchtime provision to maximise the offer so all pupils can participate.	Develop further midday supervisor and play leader training to increase the variety of active opportunities accessible to all pupils at lunchtime.	Maintain the activity level at lunchtime of 90% and / or exceed these.	Overtime payments for mid days	Pupil activity level, pupil voice, pupil engagement.	Sustainable.
To ensure that the extra curricular offer continues when funding stops.	Staff to offer extra curricular opportunities.	A broader range of extra curricular opportunities on offer,	N/a	Attendance registers	Sustainable
Continue adding rows as needed for school priorities and next steps.					