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)

Department for Education

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	• **72%% of pupils in year 6 can swim 25 metres.** • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• We have provided additional swimming lessons for children in Y3,4,5 across with the aim of all children having the best opportunity to meet this standard. • Where numbers allowed additional lessons were offered to those weakest swimmers. • 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)	• **72% 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.	• We have provided additional swimming lessons for children in Y3,4,5 across with the aim of all children having the best opportunity to meet this standard. • Where numbers allowed additional lessons were offered to those weakest swimmers. • 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	• **28% 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.	• We have provided additional swimming lessons for children in Y3,4,5 across with the aim of all children having the best opportunity to meet this standard. • Where numbers allowed additional lessons were offered to those weakest swimmers. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.

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	• Staff are confident to deliver PE using the PE planning curriculum and report good level of engagement form children. • Training for ECT to support subject knowledge and skill in teaching PE	• Further training around engaging pupils with additional needs to ensure PE is fully inclusive as these children can sometimes struggle to engage fully in PE lessons.
2. Increase all pupils' engagement in regular physical activity and sporting activities	• Daily OPAL play has increased a range of physical play and engages children who don't engage in traditional sports and games. • Physical activity and sporting achievements both through engagement with Burford Partnership and children's achievements outside of school are celebrated in assemblies throughout the year with a focus on participation.	• Parent survey shows that attendance at afterschool extra curricular clubs can be difficult, Explore alternative ways of providing this broad range of opportunity.

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	• Engagement in the Burford Partnership events – children are eager to take part and enjoy the events, • Celebrating participation and success. • Sharing participation and success in clubs and activities outside of school to inspire others. • 77% of pupils across the school were working at the expected level by the end of the year in PE • Children with SEND are selected to participate in Burford Partnership events.	• Only 6% of pupils were working above the expected level in PE by the end of the year. Explore how to increase the percentage of pupils demonstrating Greater Depth in PE. • 39% of pupils with SEND were working below the expected level in PE. Explore how to improve engagement and attainment of pupils with SEND in PE and Sports.
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	• Additional workshops offered throughout the year in the school day to allow maximum take up.	• Increase the variety of workshops and sporting opportunities at different times of the day.
5. Increase participation in competitive sport	• A broad range of pupils have taken part in competitive sport in school through the Burford Partnership events to include: boys, girls, pupils with SEND, pupils eligible for PP	• Continue to develop our competition provision.

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

Department for Education

Aim	Why?	Key Area	Supporting evidence
• Focus on the teaching of PE to improve outcomes for pupils with SEND and increase percentages of pupils attaining greater depth.	• To ensure all pupils can enjoy active engagement in PE and attain their best possible outcomes.	• Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	• Staff confidence surveys, pupil attainment data, lesson observation reviews, pupil voice.
• Provide in school opportunities for pupils to access opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.	• To increase the numbers of pupils who can access range of sporting activities.	• Key Indicator 2: • Increasing engagement of all pupils in regular physical activity and sporting activities	• External physical activity trackers outlining the amount of activity pupils' access at school and outside of school. • Extra curricular timetable and participation data. • Lunchtime participation data, alongside lunchtime activity plan.
• Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. 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. • Virtual multi skills league format and results. • Competition calendar and register of participants.

Department for Education

PE and school sport checklist

Department for Education

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

Aims for the next academic year (2026/2027)

Department for Education

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

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

Plan, monitor and evaluate (2026/2027)

Provide CPD and support to all staff

Department for Education

	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)	• Focus on teacher training ensuring all teachers are confident to enjoy teaching high-quality Physical Education.	• Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for new PE leader included. • Ensure scheme of work annual membership is paid to ensure teachers can access High-Quality planning and supporting resources. • PE resources updated to enable High-Quality teaching to take place.	• Data in July 2026 showed 77% of pupils were working at ARE for PE with only 6% working above ARE. Aim to increase percentage working above ARE to 12% • Data in July 2026 showed 39% of pupils with SEND were working below ARE in PE. Aim to reduce this percentage to 25% • Pupil voice shows that the majority of pupils enjoy PE lessons. • Lesson observations show that pupils with SEND are able to engage and access PE lessons.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
	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

Department for Education

	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. • Increase the variety of workshops and sporting opportunities at different times of the day.	• Increase the number and range of activities and clubs on offer though breakfast and afterschool club, lunchtime offer, extra curricular and afterschool clubs. • Continue to promote and develop a range of physical play and games through OPAL playtimes. • Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play. • Establish an activity and participation tracker	• All pupils to have accessed at least one extra curricular club. • Playtime observations show children engaged in a range of physical play. • Feedback from parents/carers and children reflect and improvement in the school offer	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. 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

Department for Education

	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.	• Map in provision of intra house competitions for end of relevant units of work. • Continue to engage in the Burford Partnership tournaments	• 100% of all pupils will compete once again in an intra-house competition at the end of relevant units.	Burford Partnership dates and events PE tracker PE Long Term PLan
	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

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
Develop the new PE lead in their role	PE lead to attend PE Partnership network meetings and training to develop subject knowledge and skills.	High levels of engagement and provision for PE.	£500	PE lesson observations PE data	Sustainable.
Increase the opportunities for a broad range of physical activity	Continue to develop OPAL play opportunities Provision of sports opportunities through breakfast and afterschool club. New admin assistant to promote new club opportunities afterschool	All children can engage in at least one extra curricular sporting club.	£1000	OPAL play observations OPAL action plan Extra curricular clubs tracker Parent/carer and pupil feedback	Sustainable as costs can be covered through fundraising.
Continue to provide a range tournaments and competitions through the Burford Partnership PE programme.	PE lead to attend PE meetings and disseminate information back at school. HT to continue to work with Burford Partnership of Heads, including Head of Burford School.	Children have an opportunity to compete and excel at sporting events.	£2,000	Stakeholder feedback Minutes from Burford Heads Meetings	Will incur some costs, mainly around transporting form primaries to secondary for events.