

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 (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 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	89% of pupils can swim 25 meters. Data received from swimming coaches at the baths used.	We would prefer to have 100% of pupils swimming 25 meters.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	84% of pupils use a range of strokes effectively. Data received from swimming coaches at the baths used.	We are hoping that this number can reach closer to 100% next year.
3. Perform safe self-rescue in different water-based situations	93% of pupils can perform self-rescue. Data received from swimming coaches at the baths used.	We are hoping for a higher percentage so that all pupils are able to perform this rescue.

Review of the last academic year (2024/2025)



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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	CPD resulted in staff confidence rising, both in planning PE lessons, and delivering them. Observing external coaches as CPD has given staff the chance to see high-quality PE lessons being delivered and they have all benefited from this experience. Our PE scheme offers CPD on the website for teachers to access for various units and they have developed great ideas as a result. Pupil voice data showed that more students enjoy PE and find it a fun and important subject which shows the teachers lessons have improved. Pupil attainment data is very high for PE across the whole school.	Some staff mentioned being less confident teaching sports that they were less familiar with. We want them to have confidence in teaching all areas of the PE curriculum.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Additional opportunities for all pupils to engage in physical activity at lunchtime and by monitoring how active pupils are outside of schools, we now know that 70% of pupils achieve an average of 60 minutes a day 7 days a week. All of the children in the school have been offered the chance to participate in sport outside of school hours in competitions or clubs.	Not all pupils are accessing the 60 minutes of activity per day. We need this to be 100% of children. Some children have chosen not to participate in extracurricular sport and don't access personal sports clubs outside of school.

Review of the last academic year (2024/2025)



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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	PE has been taught twice per week for every class in the school and the enjoyment has risen massively. The children are asked retrieval questions which show the importance of PE and PA. They understand the importance of staying active and healthy. Pupils are inspired by various outside athletes and agencies to make them enjoy sport more.	There are still some children who are not active outside of PE lessons and are disinterested in sport.
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	Our PE scheme and curriculum offers a diverse range of sports including handball, tennis and golf which were previously unavailable. Teachers are more confident to deliver lessons of sports that they don't play themselves. We have girls football teams and days for sport on the yard.	There are still a higher number of girls in our school that do not play in sports teams outside of school.
5. Increasing participation in competitive sport	We have been able to offer a range of competitions in a range of different sports to children in all key stages and ability levels. Every child in KS2 has competed in a sporting activity. Sports Day was successful in encouraging competition.	Not 100% of children have been able to participate in external sporting opportunities.

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 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	At the end of Year 6 94% of pupils could swim confidently. 89% of Year 5 children could swim confidently.	Top up swimming needed for the Year 5's who aren't confident swimmers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	94% of children could use a range of strokes effectively.	2 children left the school unable to use these strokes effectively.
3. Perform safe self-rescue in different water-based situations	94% of children could perform a self-rescue.	2 children still need to achieve this.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Increasing engagement of all pupils in regular physical activity and sporting activities.	To ensure all children are fit and healthy, especially children with SEND and PP children.	PE lessons, break and lunch time, and extra curricular activities.	Pupil voice, monitoring and evaluation, club lists etc.
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 all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	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.
Offer a wider range of sports to encourage children to enjoy more sports and introduce them to new ones.	To reach children who are not interested in the most popular sports, and to encourage children to try new, exciting sports.	Pe lessons teaching new sports and external clubs like fencing, cheerleading and other uncommon sports.	List of clubs, new equipment, photos etc. .3

Plan, monitor and evaluate (2025/2026)



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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 (2025/2026)

	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 program), 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% of activity leaders enjoyed the role. 20 children have enquired to joining the team. Coach Dave did a lunch time club to support and coach the leaders on how to do their job.	Physical Resources - £500 CPD for staff - £500

Your objective:

	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 ensure all teachers are confident teaching PE lessons.	Support them with a PE scheme that helps them with planning. CPD opportunities observing professional coaches to gain confidence of what a PE lesson can look like. Clear progression so all teachers know how to deliver retrieval.	100% of teachers feeling confident with all sports taught.	Teacher voice, attainment of PE assessments.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Teacher's voice has shown increase in teacher confidence teaching lessons. Children's attainment has also increased.	Teachers will continue to use the scheme Get Set 4 PE to support with PE planning and they will continue to receive CPD from external coaches.	Only 1% of children are below their age range for PE. There are more children working above the expected age range than last year.	£7000 for external coaching. £900 for PE scheme.

Your objective:

	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)	Increase pupil involvement in physical activity across the school. Encourage children to be more active.	Children will be given more break time opportunities to keep fit. There will be more after school clubs that offer sport, so that children can achieve the 60 minutes activity per day.	Children taking part in break time activities. Leaders and staff supporting the children who are less active at breaks. More children, especially SEN children and PP children getting involved in after school clubs.	Pupil voice, observations and checking club lists.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have been given opportunities at break times to participate in physical activity. A much higher percentage of children have joined in the sports leader's club. More after school clubs have been provided and more children are attending these.	A lunch time club will be ran next year to support sports leaders. Opportunities will be provided at breaks and lunch time for the leaders to engage different classes in sport. After school clubs will be continued and new ones have been created to get children active in a variety of sports.	The children spoke very fondly of the sports leaders club and activities they learned to provide to others. Observations showed that children were more active at break times. The after school club lists were the highest that they have been, and clubs were offered to PP children free of charge.	Coaching cost.

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 provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Following our core curriculum and water safety lessons we will identify pupils for top-up swimming and make arrangements with swimming providers. We will use the PE and Sport Premium to fund top-up swimming. This will include the cost of transport for top-up swimming only.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term.	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	At the end of year 6, 94% of pupils could swim 25m and use a range of strokes effectively.	We will offer the same top-up swimming next year.	Swimming assessment reports and data.	£1200

Your objective:

	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)	Increase child participation in competitive sport.	Sign up for more sporting events and create intra school sporting events. Sports Day to be more competitive.	More children getting involved in competitive sport and more children developing resilience as a result of experiencing defeat and humility in victory.	Pupil voice, assessment, competition lists and Sports Day observation.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More children have taken part in competitive sport this year. We have managed to go to more competitions where possible. Sports Day was competitive and the children's pupils voice indicated their enjoyment had risen.	We will attempt to continue participating in competitive sport next year. We will continue to compete in tournaments that cater to the best sports people and give opportunities to those who are new to the sport. We will set up more intraschool competitions.	Pupil voice, observations and competition lists.	£300