

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	More children being able to complete 25m unaided.	We have some children who are very anxious and require a lot of adult support in and out the water.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	More children able to swim a range of different strokes.	
3. Perform safe self-rescue in different water-based situations	Children becoming aware of safe self rescue and able to perform different techniques.	Some children are not confident enough to complete all techniques.

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	Employed specialist Sports Coaching for PE lessons for Y1-6 which provides staff with valuable CPD. Staff feedback indicated increased confidence in teaching PE, particularly in areas such as gymnastics, dance or games. Teachers planned and delivered PE lessons using the agreed scheme of work with greater consistency. Team teaching opportunities with sports coaches allowed staff to observe effective practice and develop their own skills.	Staff confidence remains variable in teaching some areas, particularly gymnastics and dance. Further coaching is needed to ensure all staff feel confident adapting activities for pupils with SEND.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Increased participation in lunchtime and after-school sports clubs. A wider range of clubs offered to appeal to different interests, including opportunities beyond traditional team sports. Increased participation of girls, disadvantaged pupils and pupils with SEND through targeted clubs and activities. Playground leaders or Sports Leaders organised active games during break and lunchtime, increasing daily physical activity. Whole-school events such as Sports Week, personal challenge competitions and themed activity days encouraged participation from all pupils.	Some clubs reached capacity, limiting opportunities for additional pupils to take part. Poor weather affected outdoor activities and reduced opportunities for active play during parts of the year. Competing school events occasionally impacted participation in planned physical activity initiatives.

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 and sport were celebrated regularly through assemblies, newsletters, the school website and social media, raising the profile of participation and success. Sports Leaders or Play Leaders took on leadership roles, promoting physical activity during break and lunchtime. Whole-school events such as Sports Day, Sports Week and charity sporting events encouraged participation and enthusiasm across the school. Displays around the school celebrated sporting achievements, clubs, competitions and healthy lifestyles.	Some year groups engaged more fully than others in promoting PE and sport. Displays and celebration boards were not always updated regularly throughout the year. More pupil leadership opportunities could be developed to further raise the profile of PE. Links with community sports clubs could be strengthened to increase participation beyond school. Competing school priorities occasionally limited opportunities to promote PE through whole-school events.
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.	A wider range of sports was introduced throughout the year. The PE curriculum was reviewed to ensure all pupils experienced a broad and balanced range of physical activities. A variety of after-school clubs were offered to appeal to different interests and abilities. Targeted clubs and competitions increased participation from girls, with a noticeable rise in attendance at sports clubs and festivals. Equal opportunities were provided for boys and girls to represent the school in competitions and sporting events. Inclusive activities ensured pupils with SEND were able to participate fully in PE lessons, clubs and competitions.	Although participation by girls increased, some sports continued to attract significantly more boys than girls. Due to staffing or facility constraints, it was not possible to offer every planned activity. More opportunities are needed to increase participation among the least active pupils and those who do not attend clubs. Greater links with local community clubs could further expand the range of activities available.
5. Increasing participation in competitive sport.	Strong links with the local School Games Organiser and partnership schools increased access to competitions and festivals. A greater proportion of girls, disadvantaged pupils and pupils with SEND took part in competitions. Successes and participation were celebrated through assemblies, newsletters and social media, encouraging others to get involved- we reached tag rugby finals and cross-country finals.	Although competitive opportunities increased, staffing, transport and fixture clashes occasionally limited attendance at some events. A small number of pupils represented the school more frequently than others, and further work is needed to broaden participation so that more children experience the benefits of competitive sport. Next year, we will continue to expand intra-school competitions and track participation to ensure opportunities are shared as widely as possible.

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*

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	Swimming provision enabled pupils to develop confidence, competence and essential water safety skills. Progress was monitored throughout the programme, with 89 of pupils being able to swim 25m.	While the majority of pupils made good progress, a small number did not yet achieve the expected standard of swimming 25 metres confidently and competently. Differences in prior experience meant that some pupils required more intensive support.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils developed their swimming skills through progressive lessons focusing on stroke technique, stamina and water confidence. They were taught to use a range of strokes effectively.	While many pupils developed confidence using a range of strokes, some pupils required further opportunities to refine their technique and improve efficiency. A small number of pupils were more confident using one stroke than others.
3. Perform safe self-rescue in different water-based situations	Pupils developed important water safety and self-rescue skills. They were taught how to respond safely in a range of water-based situations, including floating, treading water, staying calm and seeking help. Feedback showed that pupils increased their confidence and understanding of how to keep themselves safe in water.	While pupils developed a good understanding of water safety, some found practical self-rescue situations more challenging, particularly those requiring confidence in deeper water.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
1.To improve the school's ability to deliver expert PE lessons. Sports coach supports and models excellent knowledge and practice in PE across all key stages (EYFS, KS1 and 2)	For children to have high quality PE lessons.	Increased confidence, knowledge and skills of all staff in teaching PE and sport. Engagement of all pupils in regular physical activity.	All teachers are part of the PE lesson with the coach to receive CPD of best practice. This helps them when delivering their own sessions.
2.To provide trophies/ certificates and time to update sports display board/ assembly time to celebrate sporting achievements.	So that children can feel proud of their achievements and to raise the profile within school.	Profile of PE and sport is raised across the school as a tool for whole-school improvement	A new trophy was purchased for the winning house at Sports Day. Certificates and recognition in Celebration Assembly- this includes achievements from outside school too.
Sports Leader and Playleader involvement in various activities including playground games and sessions with younger talented sporting pupils at an external event.	To upskill sports leaders to deliver high quality activities for other children.	Engagement of all pupils in regular physical activity.	Sports Leaders attending more external training events and coming back and delivering to the younger children in school.
To provide a focused week of sporting activities, events, assemblies and lessons to promote sport and educate children regarding its benefits.	To provide all children with more opportunities to be active.	Profile of PE and sport is raised across the school as a tool for whole-school improvement.	Colour Run Sports week Great athlete assembly and fitness session. Skipping workshop
To offer morning fitness and yoga clubs in order to promote children's mental and physical wellbeing.	To offer different kinds of sports clubs.	Broader experience of a range of sports and activities offered to all pupils.	Morning yoga and mindfulness sessions offered.

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)



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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 SEND and disadvantaged pupils.	Develop Sports Leaders (training programme) and staff CDP to develop their understanding of games and play. Set aside some equipment that can be used for lunchtime only.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Staff supervising 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 disadvantaged pupils.	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. 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.	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. Continue to listen to SEND pupils and tailor activities to their needs and wants.	Lots of children wanted to be Sports Leaders and we required a thorough recruitment process. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others.	Playground repairs- £2000 Equipment- £850 JFAN Sports partnership (provide training for Sports Leaders £1649.50

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)	Improve the quality of PE teaching and increase pupil participation through effective planning, monitoring and assessment.	Complete termly PE monitoring, lesson observations, pupil voice, staff questionnaires and planning scrutiny. Provide staff CPD, coaching and feedback. Track participation in curriculum PE and extracurricular clubs. Review data regularly and adapt provision where needed.	High-quality PE lessons across the school, increased staff confidence, higher pupil engagement, improved physical literacy and increased participation in clubs and competitions.	Monitoring reports, lesson observations, staff CPD records, pupil voice surveys, participation data, assessment records and action plans.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence has increased, PE lessons are more consistent, pupil engagement is high and more children are participating in clubs and competitions. Assessment shows improved fundamental movement skills across year groups.	PE lead will continue monitoring and mentoring staff. Resources and schemes of work are embedded. Staff have received CPD and can deliver high-quality lessons independently. Annual monitoring cycle and assessment systems will continue.	End-of-year monitoring report, staff feedback, pupil voice, participation registers, assessment data, competition results and club attendance records.	£4,770 PE coach

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)	Increase participation in physical activity, with a particular focus on engaging girls and ensuring all pupils have access to inclusive and enjoyable sporting opportunities.	Introduce activities that appeal to a wider range of interests (e.g. dance, yoga, netball, gymnastics and girls-only clubs where appropriate). Promote female role models through assemblies and events, encourage participation in inter-school competitions, monitor girls' attendance at clubs and gather pupil voice to identify barriers to participation.	Increased participation of girls in PE lessons, clubs and competitions. Greater confidence, enjoyment and willingness to be physically active. More pupils meeting the recommended levels of daily physical activity and a more inclusive sporting culture across the school.	Club attendance registers, participation data (boys vs girls), pupil voice surveys, competition records, photographs, PE lead monitoring and staff observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Girls' participation in extracurricular sport increased, with more girls attending clubs and representing the school in competitions. Pupil voice showed improved confidence and enjoyment, particularly among pupils who had previously been less active. Overall participation in school sport increased, and staff reported greater engagement during PE lessons.	Successful clubs will continue next year based on pupil demand. Participation data will be monitored termly to ensure girls remain well represented. Staff have developed confidence in delivering a broader range of activities, reducing reliance on external providers.	Comparison of club attendance data, competition participation records, pupil questionnaires, staff feedback, PE monitoring reports and photographs from events.	£850 Equipment £4,770 Coach costs

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)	Raise the profile of PE, physical activity and healthy lifestyles across the school to encourage lifelong participation and improve pupil wellbeing.	Organise whole-school events such as Sports Week, personal challenge activities and active enrichment days. Celebrate sporting achievements in assemblies, newsletters and displays. Promote initiatives such as the Daily Mile and encourage pupils to set personal fitness goals. Monitor participation and gather pupil voice to inform future provision.	Increased enthusiasm for PE and physical activity, improved pupil wellbeing and motivation, greater participation in school sporting events, and a positive culture where physical activity is valued by all pupils.	Pupil voice surveys, photographs, newsletters, assembly records, participation data, Sports Week evaluations and PE Lead monitoring.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in whole-school events was high, with pupils reporting increased enjoyment of physical activity. More pupils took part in personal challenge activities and staff observed improved confidence and teamwork. Sporting achievements were celebrated regularly, helping to create a positive culture around PE and healthy lifestyles.	Annual events are now embedded in the school calendar and can be delivered by school staff. Resources have been purchased for repeated use, and the PE Lead will continue to coordinate activities and monitor participation each year.	Event evaluations, pupil voice, photographs, newsletters, participation records and PE Lead reports.	£2,000 maintenance of rounds and costs for events.

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)	Broaden the PE curriculum by introducing a wider range of sports and physical activities to engage all pupils and promote lifelong participation in physical activity.	Purchase specialist equipment and use qualified coaches to introduce activities such as archery, orienteering, dodgeball, yoga and inclusive sports. Review the curriculum to ensure progression across all year groups and gather pupil voice to shape future provision.	Increased pupil engagement and enjoyment of PE, improved participation from pupils who were previously less active, and greater confidence in trying new activities. A broader curriculum meets the interests and needs of all pupils.	Curriculum plans, pupil voice surveys, lesson observations, PE Lead monitoring, staff feedback and participation data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils responded positively to the wider range of activities, with increased participation from less active pupils and greater engagement from girls and SEND pupils. Staff developed the skills and confidence to deliver the new activities independently, and pupil voice indicated higher levels of enjoyment in PE lessons.	Resources have been purchased for long-term use and are now embedded within the PE curriculum. Staff have received training and lesson plans are stored centrally, ensuring activities can continue without ongoing external support. The PE Lead will review the curriculum annually to ensure it remains inclusive and progressive.	Pupil voice, participation data, lesson observations, curriculum maps, staff evaluations and PE monitoring reports.	£4,770 PE coach

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