

PE and sport premium monitoring and tracking form *2025/2026*

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form

- 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](#)

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	Children have received high quality PE lessons and staff feel more confident in delivering the curriculum.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Records show a good take up of sporting activities after school and during lunchtimes. Children therefore have experienced a higher engagement in regular physical activity.	
3. Raising the profile of PE and sport across the school, to support whole school improvement	Children enjoyed inter school competitions for football, sports crew were trained and supported games within the playground. All children had a talk from an inspirational Olympic athlete. They were inspired to try new sporting activities. Several PP children had access to sporting clubs that they would not normally have been able to attend. Children experienced sports days, champions day as well as several after school clubs.	
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	Children did experience a broad range of sporting activities and a range of activities that supported their physical development. All sporting clubs are open to boys and girls and school provided opportunities for disadvantage children to attend where possible.	
5. Increasing participation in competitive sport	Children had a few more opportunities to participate in competitive sport. Especially the Year 6 football team.	

Aims for the next academic year (2025/2026)



association for
PHYSICAL 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.

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	5% of our current Year 4 can swim confidently and proficiently 25% of our current Year 5 can swim confidently and proficiently	For many of our children swimming at school is the only opportunity they have to learn to swim. Children therefore have a low starting point. By the end of the 6 week session very few have mastered the basis and even less can achieved the 25 metre standard. We therefore take children for catch up lesson the following year
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	5% of our current Year 4 can use a range of strokes effectively 25% of our current Year 5 can use a range of strokes effectively	We have changed our swimming provider to see if this will benefit our children and support them to make greater progress at swimming.
3. Perform safe self-rescue in different water-based situations	5% of our current Year 4 can perform self-rescue 25% of our current Year 5 can perform self-rescue	Children do not learn self-rescue until they are proficient swimmers.

Aim	Why?	Key area	Supporting evidence
CPD for teachers by PE subject experts- training for sports crew	<i>To ensure staff knowledge is up to date, to Increase confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed..</i>	<i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	PD sessions delivered to staff, Staff confident to teach PE within their lessons. PE curriculum delivery is strong with high levels of technical skills, High quality vocabulary and knowledge delivered.
To maintain a high level of physical activity throughout the day in order to increase concentration and deepen understanding of key skills.	To ensure children are fit and active at break times that allow them develop physically but also to support their learning within the classroom.	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i> <i>3. Raising the profile of PE and sport across the school, to support whole school</i>	Playtimes and lunchtime full of physical activities that support children's physical and mental well-being. Playtime observations. Sports crew manage the resources for pupils, games are played by all children on the playground.
Raise the profile of sports within the school, by having inspirational visitors and speakers come from the local sports clubs.	To give the children experience and knowledge of sporting activities and professions that they may not be aware of. To inspire them to compete in sporting activities and strive to be the very best.	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i> <i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i>	Children to be able to speak confidently about the sporting visitors who have inspired them. This has a positive impact on sporting uptake within the clubs inside and outside of school.

Enhance and replace a range of equipment to be used at playtimes and lunchtimes in playground. To replace the playground markings.	To ensure the children have high quality inspirational resources that encourage gross motor and fine motor skills. Resources that encourage cooperation and team building skills as well as competitive sporting activities.	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i> 5. Increasing participation in competitive sport	Play ground observations of children actively engaging in sporting activities. Audit of resources shows high quality resources that engage pupils.
Daily run embedded.	Encourage more children to run rather than walk the daily mile.	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i> <i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i>	Observations of daily mile shows more children actively running the distance. All children are actively moving in this time.
Children to participate in Swimming lessons and catch up swimming lessons and attain the 25m mark for swimming attainment.	To give the children the best opportunity to attain the 25m mark for swimming through attending initial lessons and then catch up lessons	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities.</i> <i>3. Raising the profile of PE and sport across the school, to support whole school</i>	More children can achieve the 25m swimming mark by the end of Year 6. More children can swim confidently and competently. A higher % of children can swim using a range of strokes.
Whole school/Class outdoor learning days where children take part in a range of outdoor physical activities e.g. skipping workshop, bikeability 1 and 2, learn to walk safely, learn to ride.	Actively encourage children to take part in physical activity as part of a whole school day. Include skipping workshops, sports week, cycle and scooter days.	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities.</i> <i>3. Raising the profile of PE and sport across the school, to support whole school</i>	All children participate in the set days and enjoy the physical activities that have been set up. Children are inspired by these activities and take on the sporting activity after participation.
Enhance and replace a range of equipment to be used in EYFS outdoor area.	Start the foundations of fun physical activities in our Early years environment with a range of resources that encourage gross and fine motor skill development	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities.</i> 4. Offer a broader and more equal experience of a range of sports and physical	Staff and children have access to a range of resources that actively encourage the children to develop physical skills and a love of sporting activities.

		activities to all pupils and ensure equal access to sport for boys and girls	
To support walking or cycling to school, school to hold a road safety show.	Road safety show that shows the children how to walk to school safely and carefully. Encouraging more families to walk to school even if for one day.	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i>	Children are safe when walking to school and can clearly discuss the road safety rules and know the green cross code.
Sports leader to coordinate sporting events throughout the year, sports day, district sports, skipping, football, netball, multi sports etc	Children take part in inter school competition and regular sporting activities are part of the school diary and plotted through the year.	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i> <i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i> 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	Regular events held and children attend.

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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 focussing 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)

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 least active groups.	Develop pupil leadership (training programme), 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 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

This page has been left blank for any notes or supporting information.