

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	75% pupils by Year 5 can swim 25 metres. Evidenced on completed swimming assessment tracker based on information and data collected at the poolside with swimming teacher.	We want this data to be 100%. Evidenced on completed swimming assessment tracker based on information and data collected at the poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	45% of pupils in year 5 can use range of strokes effectively. Evidenced on completed swimming assessment tracker based on information and data collected at the poolside with swimming teacher.	We want this data to be 100%. Evidenced on completed swimming assessment tracker based on information and data collected at the poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	75% of pupils in year 5 can perform self rescues. Evidenced on completed swimming assessment tracker based on information and data collected at the poolside with swimming teacher.	We want this data to be 100%. Evidenced on completed swimming assessment tracker based on information and data collected at the poolside with swimming teacher.

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	Regular CPD opportunities resulting in staff confidence including courses, observation of PE lessons with constructive feedback to help individual staff members develop in the areas they need the support. As a result of a clear focus on teacher CPD and pupil voice tweaked curriculum will be implemented as of September 2026. The above information is logged in staff training log books and pupil voice.	It is encouraging that staff feel more confident in their role and would be beneficial to apply this to all staff members (teaching assistants who support lessons and lunch time staff).
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 this is either through lunch clubs or activities on the yard for lunch time staff to run. We also monitor pupils activity outside of school by asking parents to share outside achievements with school so that these can be celebrated during whole school assembly and also to be mentioned on weekly newsletter.	We would like to encourage those children who are less active outside school to be more involved in physical activity during the school day in addition to their 2hours of physical education a week. Encourage more staff to be involved in providing lunch clubs and helping with after school events. Evidenced in pupil voice and information received from parents about extra-curricular activities to be celebrated.

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	By celebrating physical activity encouraging more pupils to move. For those children who are not as confident in this area we try to encourage movement by hosting wheely days where children bring their bikes or scooters to school and have the opportunity during break times to ride them. We also host sports day where families can come along and spectate. Being part of the school sports partnership scheme allowing children to take part in competitive and no-competitive events. Bikeability . Asking parents to send in any out of school achievements so they can be recognised and celebrated in school.	Seek opportunities to further develop active and outdoor learning in other areas of the curriculum to help encourage those children who are less active or less confident in PE. Evident during lunch time (particularly during winter months) that there needs to be more structure to activities. This will be reviewed and plan of action to make changes. More children by the end of their primary school years will be able to ride a bike independently.
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 wide range of activities both within and outside the curriculum in order to get more pupils involved in physical activity. Focus particularly on those pupils who do not take up additional PE and sport opportunities..	We currently only enter pupils from KS2 for sports partnership events and we would like to ensure that children from KS1 are getting the same opportunities. Evidence from previous sporting events entered will only show KS2 attendance.
5. Increasing participation in competitive sport	All key stages participate in sports day which is a fun inclusive day with a competitive element added to encourage pupils to apply effort like in all other lesson of the curriculum. Upper KS2 pupils participated in the swimming gala against other local schools . Pupils in KS2 participated in events organised by School Partnerships.	We need to offer more to lower opportunity to lower KS2 and KS1 .

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	86% of pupils by Year 5 can swim 25 metres. Evidenced on completed swimming assessment trackers and from teacher assessment at the side of the pool.	We would like to see 100% of year 5 pupils swim 25 metres by the end of the academic year offering top sessions if required.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	51% of pupils can use a range of strokes effectively. Evidenced on completed swimming assessment tracker and from teacher assessment at the poolside.	We would like to see this increase to see this figure increase to 100%.
3. Perform safe self-rescue in different water-based situations	96% of Year 5 pupils can perform self rescue in different water-based situations.	We would like this figure to be 100%.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
The aim of the academic year was to promote movement and encourage children to see physical activity as both fun and competitive. We wanted to engage children who may be less sporty or less confident in traditional sports, while encouraging all children to try new and different activities. Another key aim was to broaden their understanding of what sport can be, as many children tend to associate sport mainly with football.	To promote movement, to allow children to see that there are many ways to move and stay healthy. This aim is with the hope that children will adopt a mind set that moving is part of a healthy lifestyle and will be something that becomes second nature and part of their daily routine.	Movement beyond 2 hours of weekly PE including lunch time activities and clubs. Before and after school clubs, weekly Wednesdays and encouraging teachers to have movement during their lesson where possible to help with concentration during lessons.	The number of children signed up to clubs and wanting to be involved in sporting events inter and intra events.

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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

	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)	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.	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.	Pupil 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 (Complete in July)	Encourage children to move, learn new games and skills whilst having fun. Keep children entertained and prevent fall outs. Teaching children the skills to apply in order to play a game for example listening skills, following rules and instructions, taking turns.	A clear plan given to lunch time staff and ensuring that equipment is available and suitable for use.		

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)	Continue to provide CPD to staff including teaching support staff and lunch time staff. Implement PE PASSPORT – providing training to all staff so they can competently and confidently use the app to get the best out of what it offers.	To provide high quality lessons and activities during lunch time keeping children active helping with physical and mental health whilst also hoping to encourage less confident children to try a new activity whilst in a more relaxed environment with friends (lunch time activities). CPD for PE PASSPORT to all teaching staff.	Confident staff who can deliver high quality lessons and maybe more inclined to offer extra curricular clubs if they feel confident to do so. PE PASSPORT: Provides a comprehensive scheme , built in tools that will track FMS and record formative and summative assessment. Evidence portfolios – ability to capture and store photos and videos to justify grading and event calendars. Extra curricular tracking features .	Increased activity before, during and after the school day. Promoted active life style, a change in habits of daily exercise. Increased confidence and skill of all staff in teaching.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased confidence from staff.	Yes, with continued support through CPD and introduction of PE passport.	Lesson Observations .	

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)	Provide regular intra-school competition, as well as accessing inter competitions against other schools.	Good communication with school games organiser – keeping up to date with upcoming events.	Providing pupils with the experience of competing. Exposing children to competition is something which will prepare them for life whilst teaching them about good sportsmanship, being a team player, resilience and perseverance, commitment whilst also increasing their confidence.	Pupil achievement and progression.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	This is ongoing and something we as a school will continue to improve but we now have a number of different sports club running before school, at lunch time and after school.	Yes, with staff confidence improved staff more willing to support sports clubs.		Add text here

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)	Book sporting personality to inspire children with their story of overcoming adversity and achieving success.	Make booking (already have contacts through sports games partnership)	Inspire children that anything is possible with effort, determination and perseverance.	Pupil voice – interview children about the experience.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	This has been organised and booked for 2026/2027 – both key stages will benefit from this experience.			

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)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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