

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

Commissioned by



Department
for Education

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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	80% of pupils in Year 6 could swim 25 metres. Evidence on PE tracker and based on information and data collected poolside with the swimming teachers.	We want this data to be 100% so will continue to employ qualified swimming teachers and stress the importance of swimming lessons to parents.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	75% of pupils in Year 6 can use a range of strokes effectively. Evidence on PE tracker and based on information and data collected poolside with the swimming teachers.	We want this data to be 100% so will continue to employ qualified swimming teachers and stress the importance of swimming lessons to parents.
3. Perform safe self-rescue in different water-based situations	90% of pupils in Year 6 can perform safe self rescues. Evidence on PE tracker and based on information and data collected poolside with the swimming teachers.	We want this data to be 100% so will continue to employ qualified swimming teachers, talk about how to stay safe around water and stress the importance of swimming lessons to parents.

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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	The staff jointly delivered lessons in badminton, dance, football, gymnastics, hockey, invasion games, pop lacrosse, striking and fielding, tag rugby, teamwork and tennis.	Need to complete staff questionnaires to ascertain the % of staff who feel confident to enjoy delivering high quality Physical Education.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The number of clubs offered this year was 39. KS2 girls have access to a girl only club as well as a mixed football club. 100% of the least active children took part in clubs and/or events. 98% of KS2 / 68% of school role represented the school at a competition or festival. 495 participants attended 59 events. Children are active on the playground and have access to a range of equipment to support their games. Children identified as needing social and/or emotional support attended interventions and sensory circuits.	Only 35% of FS/KS1 attended extra-curricular clubs at 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	Celebrating PE, clubs and events encourages more pupils to enjoy movement and physical activity. Pupils are inspired to be more active so achieve the target to be active for 60 minutes a day.	
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	63% of KS2 attended extra-curricular clubs at school. Continue to offer a wide range of activities both within and outside the curriculum to get more pupils involved. Use pupil voice to guide which clubs are offered. Extra-curricular clubs – Arts and Crafts, Athletics, Choir, Cookery, Cricket, Cycling, Football, Gardening, Lego-spike, Library, Multi-sports, Netball, Rounders, STEM.	Only 32% of FS/KS1 attended extra-curricular clubs at school. Can Sports Crew find ways to increase this number?
5. Increasing participation in competitive sport	100% of the least active children identified from 2023/24 data took part in a club or an event. 98% of KS2 / 68% of school role represented the school at a competition or festival. 495 participants attended 59 events.	Continue to develop our competition provision. 40% of KS1 took part in inter-school competitions and events. We will focus on this next year.

Aims for the next academic year (2025/2026)



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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 3, 62% of pupils could swim 25m At the end of Year 4, 66% of pupils could swim 25m At the end of Year 5, 77% of pupils could swim 25m	How can we develop top up swimming for the pupils who are currently not on track to achieve 25m by the end of Year 6?
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of Year 3, 40% of pupils could use a range of strokes effectively At the end of Year 4, 50% of pupils could use a range of strokes effectively At the end of Year 5, 55% of pupils could use a range of strokes effectively	How can we develop top up swimming for the pupils who are currently not on track to achieve effective strokes by the end of Year 6?
3. Perform safe self-rescue in different water-based situations	At the end of Year 3, 65% of pupils could perform a safe self rescue At the end of Year 4, 70% of pupils could perform a safe self rescue At the end of Year 5, 80% of pupils could perform a safe self rescue	How can we develop top up swimming for the pupils who are currently not on track to achieve safe self-rescue by the end of Year 6?

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Focus on CPD to ensure all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours of high-quality Physical Education every week.	Increase confidence, knowledge and skills of all staff in teaching PE , prioritizing CPD and training where needed.	Staff confidence survey, lesson observation reviews, pupil voice.
Provide opportunities for pupils to access a range of physical activities. Monitor physical activity to track all pupil's activity levels.	To ensure that all pupils will be active for an average 60 minutes a day.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities.	Data for all physical activity tracked on whole school tracker. Extra curricular timetables and club registers.
Provide regular intra and inter school competitions. Competition formats to reflect the needs of the pupils.	To ensure all pupils can access competition inside and outside of school. To encourage all pupils to participate and enjoy these experiences.	Key Indicator 5: Increasing participation in competitive sports.	Competition formats and planning for all intra and inter competitions and sports day. Competition calendar on display. Results updated and house positions shared in whole school assemblies.

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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Objective: 2. Increasing engagement of all pupils in regular physical activity and sporting activities

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increasing engagement of all pupils in regular physical activity and sporting activities Develop breaktime and lunchtime play provision to increase activity for least active groups.	Develop sports crew and positive play leaders training, Midday supervisor training, Staff CDP to develop their understanding of games and play, provide a range of equipment, sports crew gather children's views to understand pupils wants and needs.	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 behaviour. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through 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.	Continued training for activity leaders and bringing new Year 5 leaders into the group to start training before they take over from Year 6 in September. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisor 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?	Year 5 activity leaders want to carry on with this role next year. More children have enquired to join the team in September. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others.	Physical Resources - £500 CPD for staff - £1000

Objective: 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.



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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	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Audit staff confidence and identify CPD needs. Provide targeted CPD from specialist PE coach. Share high-quality planning and progression documents. Monitor PE through lesson observations, learning walks and staff discussions	Increased staff confidence and subject knowledge in delivering PE. Higher quality, more consistent PE lessons across the school. Greater pupil engagement, enjoyment and participation in PE. Improved progression in pupils' physical skills and understanding. Staff become increasingly independent in planning and delivering PE without relying on external coaches. A sustainable culture of continuous professional development in PE	Staff confidence surveys. CPD attendance records and evaluations. Lesson observations and learning walk notes. Pupil voice questionnaires showing enjoyment and confidence. Feedback from external coaches. Increased participation in school sport and extra-curricular clubs
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff confidence has increased in planning and delivering high-quality PE lessons across a range of activities. More staff are using a wider variety of teaching strategies, leading to greater pupil engagement and participation. Staff have demonstrated improved subject knowledge through lesson observations and discussions. PE lessons are more consistent across the school, with greater progression in skills and improved assessment practices. Pupils are benefiting from higher-quality teaching, resulting in increased enjoyment, confidence and participation in physical activity.	Staff have received targeted CPD based on identified needs and have embedded this learning into their teaching. Resources, lesson plans and progression documents have been shared and are available for all staff to use. Experienced staff and external coaches have modelled good practice, allowing teachers to develop their own confidence rather than relying on external delivery. Ongoing monitoring, lesson observations and future CPD opportunities will ensure standards continue to improve.	Staff voice questionnaires showing increased confidence before and after CPD. Lesson observations and learning walks demonstrating improved teaching practice. Pupil voice showing increased enjoyment and confidence in PE. Feedback from external coaches.	£5000