

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.

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	59% of pupils in year 6 can swim 25 metres. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. Children attended swimming lessons and then if they were not competent swimmers, they also attended booster sessions and Heidi's Heroes sessions.	We want this data to be closer to 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher, as well as information received from Heidi's Heroes coaches.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	59% of pupils in year 6 can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. Children attended swimming lessons and then if they were not competent swimmers, they also attended booster sessions and Heidi's Heroes sessions.	We want this data to be closer to 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher, as well as information received from Heidi's Heroes coaches.
3. Perform safe self-rescue in different water-based situations	97% of pupils in year 6 can perform safe self rescues. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We are happy with 97% of the pupils achieving this. Whilst we are not surrounded by water, it is crucial that the children understand the power of water and how to perform safe self-rescue if they did find themselves in water.

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	Working with an external agency allowed us to access curriculum and CPD support for all staff. Specific classes received CPD in teaching of football. These teachers voiced that they felt upskilled by the sessions.	Some staff indicated that there were other subject areas they felt less confident in teaching.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Targeted intervention for the children identified as least active was successful. An external agency provided activity sessions with targeted children once a week for three terms. The agency provided reports for how the children were progressing for all three terms. The external agency also provided an after school club to boost our extra curricular offer. This was targeted at Year 1, 2 & 3 to aim to boost activity levels in our youngest children and promote positive habits. By purchasing new equipment, it meant that lunchtimes were more active and more children were involved in activities.	Most children who were targeted made progress but we were not able to target all children during this time. Children were reliant on their own games at lunchtime and at times, it was clear children did not know how to create games using the equipment at their disposal. Children were able to express that they would like more equipment out at lunchtimes and playtimes.

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	A cross-curricular Diwali Dance experience exposed the children to activity linked to another part of the curriculum. It also exposed the children to an alternative style of dance. A range of events were attended with a range of children accessing these.	Not all pupils are active for more than 30 minutes per day. Children voiced that there were a range of extra-curricular clubs they would like to see to give more opportunities to access 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	Children across the school were offered access to clubs e.g. multi-skills and multi-sport) which were free to access. Lots of children accessed these clubs. Staff in charge of co-ordinating PE across the school were given time to organise and attend events. Reception took part in a balanceability programme to improve their physical and co-ordination skills. Feedback from the external coaches that delivered this programme was positive about the children's engagement and progress.	Not all pupils were accessing clubs and events and tracking this would need close attention in the following years.
5. Increasing participation in competitive sport	Provided a range of events to access and children were keen to represent our school. A range of children attended these events. There were specific events aimed at different demographics to boost participation in competitive sport.	Continue to develop our competition provision. Keep track of the children who attend the clubs and events to ensure coverage and ensure all children are getting equity of access.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 - Increasing engagement of all pupils in regular physical activity and sporting activities
 - Raising the profile of PE and sport across the school, to support whole school improvement
 - 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
 - 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 25m	At the end of Year 3, 23% of pupils can already swim 25m. At the end of Year 4, 31% of pupils can already swim 25m. At the end of Year 5, 35% of pupils can already swim 25m. At the end of Year 6, 77% of pupils can swim 25m.	Whilst this is a significant improvement on the previous year, we would like this percentage at the end of Year 6 to be higher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of Year 3, 23% of pupils can already use a range of strokes effectively. At the end of Year 4, 31% of pupils can already use a range of strokes effectively. At the end of Year 5, 62% of pupils can already use a range of strokes effectively. At the end of Year 6, 77% of pupils can use a range of strokes effectively.	Whilst this is a significant improvement on the previous year, we would like this percentage at the end of Year 6 to be higher.
3. Perform safe self-rescue in different water-based situations	At the end of Year 3, 27% of pupils can already perform safe self-rescue. At the end of Year 4, 100% of pupils can already perform safe self-rescue. At the end of Year 5, 100% of pupils can already perform safe self-rescue. At the end of Year 6, 97% of pupils can perform safe self-rescue.	We are content with 97% of our cohort being able to perform safe self-rescue. Any children who did not fall into this 97% were targeted at multiple points in the year with interventions on safe self-rescue and confidence in the water.

Aim	Why?	Key Area	Supporting evidence
Provide as many opportunities as possible for children to access a range of different sports within school and be as active and healthy as possible during the day.	To ensure that all pupils will be active as much as possible. To make active play a habit in the playground for all children.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed Key Indicator 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	Documents to evidence how we have educated parents and children about healthy eating, the importance of sleep and screen time. Extra curricular clubs and events timetable and participation data, broken down by key demographic groups. Staff survey and regular TA meetings to identify key areas needed for support in delivering effective PE lessons as well as breaktime/lunchtime provision. Working with School Council to adapt playtime and lunchtime provision to allow more space and time for effective active movement and games.
Provide regular opportunities to compete in competitive sports competitions, represent the school and access a range of sports.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences. To contribute towards a culture of competitiveness and look to provide the bedrock of fundamental skills to ready the children for future competitions.	Key indicator 5: Increasing participation in competitive sport Key Indicator 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	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.
Raise the profile of Sport and PE across the school.	To engage and excite children by sporting and physical exercise opportunities.	Key indicator 2: Raise the profile of sport and physical activity as a tool for whole school improvement.	Visit from Paralympic Gold medalist to inspire children with his story and lead activities with the children. Frequent updates to the whole school and families via Class Dojo on sporting achievements and results from competitions. Giving children the opportunity to celebrate out-of-school sporting achievements in a weekly assembly.

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

Your objective: Provide PE CPD and support to all staff



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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.	Staff CPD on key areas identified. Subscription paid for high-quality planning documents for PE as a basis to build lessons from. PE resources updated to enable HQ teaching to take place. Whole staff CPD on specific areas of the curriculum. Lunchtime staff involved in the planning of breaktime and lunchtime provision and support provided in terms of training and ideas.	Staff confidence increase in specific areas of the curriculum. Learning walks show children engaged in lessons and pupil voice feeds back that PE lessons are stimulating and enjoyable. Lunchtime staff feel confident managing the playground areas and able to voice their evaluation of our provision to continue to develop it.	Staff survey data (quantitative and qualitative), Pupil voice, Staff voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff feel more confident about teaching Dance. Positive feedback from specific staff about volleyball and football CPD delivered by external agency. Lunchtime staff feel empowered to make decisions on the playground to support the children in being more active. Lunchtime staff are part of the decision-making process in terms of reviewing the process and implementing changes.	Staff are now all confident and competent. Continued work with the external agency and more CPD planned for next year to continuously develop our practice. Lunchtime provisions now well-embedded and the staff are now comfortably part of the review process periodically to ensure we are getting the most out of our environment.	Staff survey data (quantitative and qualitative), Pupil voice, Staff voice	£1275 = access to CPD sessions with external agency staff who deliver high quality sessions of training. £2605.49 = updated resources Total = £3880.49

Your objective: Provide PE CPD and support to all staff



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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	Provide as many opportunities as possible for children to access a range of different sports within school and be as active and healthy as possible during the day.	New clubs introduced and ran within school to increase engagement in sports. Lunchtime staff involved in the planning of breaktime and lunchtime provision and support provided in terms of training and ideas.	A range of children from a range of demographics taking part and joining clubs. Lunchtime staff feel confident managing the playground areas and able to voice their evaluation of our provision to continue to develop it.	Staff voice from regular TA meetings, pupil voice, parental feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	A range of children from different demographic groups accessing the offer of sport clubs in school and attending events. An enthusiasm amongst children for different sports. One child has approached PE Lead about an idea for a club next year. Lunchtime staff feel empowered to make decisions on the playground to support the children in being more active. Lunchtime staff are part of the decision-making process in terms of reviewing the process and implementing changes.	Lunchtime provisions now well-embedded and the staff are now comfortably part of the review process periodically to ensure we are getting the most out of our environment. Clubs will continue to run with staff commitment and support.	Staff voice from regular TA meetings, pupil voice, parental feedback Statistics: • 10 SEND children have attended clubs this year • 10 children who are disadvantaged attended clubs this year. • 32 boys attended clubs this year. • 26 girls attended clubs this year.	£3575 = access high quality practitioners from an external agency who provide interventions for those children who are least active. This external agency also ran an after school club. £1755.24 = updated resources Total = £5330.24

Your objective: Drive physical activity levels



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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	Provide regular opportunities to compete in competitive sports competitions, represent the school and access a range of sports.	Pay subscription for external agency which gives access to a range of competitions and entry to inter-schools leagues across a range of sports. Time given for PE lead to organise and attend events. Gather together Year 6 sports leaders who will support with admin jobs such as handing out letters etc. Ensure standards are high in terms of attitudes and behaviours required to represent the school.	A range of children from a range of demographic groups accessing events, competitions and leagues across a range of sports. Children's sportsmanship promoted and celebrated at specific times to inspire others and to create a culture through sport. Children's confidence in a range of sports to grow and feel confident in representing the school.	Photos of children engaging in sports at competitions and events, pupil voice, parent feedback, staff cover
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children have thoroughly enjoyed the competitions and events and have asked for more events. Children who were not engaged in sport previously have been involved in competing in inter-school competitions.	The teams are established and children are familiar with going out to represent the school at events. Clubs have begun to incorporate younger year groups to ensure the older children pass on the knowledge and experience. Events entered have included festival-style events where the children have an opportunity to experience a new sport without the pressure of competition – this will prepare the children for when they do enter ranked competitions.	Photos of children engaging in sports at competitions and events, pupil voice, parent feedback. Statistics: 22 children with SEND attended sports events and competitions this year. 15 children who are disadvantaged attended sports events and competitions this year. 36 boys attended sports events and competitions this year. 23 girls attended sports events and competitions this year.	£1275 = membership cost to an external agency gave us access to competitions and events. £405.29 = new equipment to ensure we were prepared for an event. Additional cost for staff cover to enable staff to attend sports events. Total = £1680.29

Your objective: Drive physical activity levels



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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	Raise the profile of Sport and PE across the school.	Pay subscription for external agency which gives access to a range of competitions and entry to inter-schools leagues across a range of sports. Time given for PE lead to organise and attend events. Gather together Year 6 sports leaders who will support with admin jobs such as handing out letters etc. Ensure standards are high in terms of attitudes and behaviours required to represent the school. Inspire and motivate the children using a sporting celebrity. Sports Leaders in Year 6 support PE Lead to raise the profile of sport across the school.	A range of children from a range of demographic groups accessing events, competitions and leagues across a range of sports. Children's sportsmanship promoted and celebrated at specific times to inspire others and to create a culture through sport. Children's confidence in a range of sports to grow and feel confident in representing the school. Children inspired and motivated to engage in sports and to take on board attitudes and mentality given by a sports personality.	Photo evidence of the experience day with an athlete, pupil voice about events, pupil voice about sport and PE in general and attitudes towards it, photos of children competing in sports events, parental engagement and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children enthused, engaged and inspired on the day of the event with an athlete. Parental engagement in this event was huge with the school raising £500 in total. Children from a range of demographics attended events and competitions. Parental feedback has been extremely positive about the events, competitions and clubs available.	Improvements are sustainable as long as staff continue the commitment to running after-school clubs. This is a target that needs consistent attention and focus to maintain.	Photo evidence of the experience day with an athlete, pupil voice about events, pupil voice about sport and PE in general and attitudes towards it, photos of children competing in sports events, parental engagement and feedback.	£80 = athlete visit contribution £85.85 = resources to ensure the profile of sport is at the forefront of our culture Total = £165.85

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