



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	75% 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.	We want this data to be at least 95%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
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. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be at least 90%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	70% 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 want this data to be at least 95%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected 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	An updated PE curriculum and some CPD resulted in 80% of teaching staff feeling confident in teaching PE.	We had a number of external sports coaches over the year. With a change to new company this year we expect to have stability and consistency in PE coaching over the course of this year. Staff feel that they require more CPD on Dance and Gymnastics. This is planned in for this year.
2. The profile of PE and sport being raised across the school as a tool for whole school improvement	Lunch and playtime equipment has been continually updated. PitC worked with key children during lunchtime activities Skipping training was delivered to all lunchtime staff Additional opportunities and experiences were offered to children for example, skipping workshops led to an increase in skipping at break and lunchtimes.	There needs to be a greater level of opportunities for children to take part in out of school clubs.

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	By celebrating all things PE, and working with the school games team we are encouraging more pupils to enjoy movement and physical activity. Pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.	The sport crew (youth voice) was not developed and will be an area for next year.
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 wider range of activities both within and outside the curriculum in order to get more pupils involved: Extra-curricular – football and dance. Additional workshops on offer – curriculum time to engage all pupils – skipping, skateboarding, olympian visit Focus particularly on those pupils who do not take up additional PE and Sport opportunities to take part in school games activities	We need to offer a wider range of sporting opportunities for children
5. Increasing participation in competitive sport	Only 65% of children took part in competitive provision this year.	Continue to develop our competition provision.

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	At the end of year 5, 75% of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 5, 75% of pupils could use a range of strokes effectively.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue in different water-based situations	At the end of year 5, 70% of pupils could perform a safe self rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

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: Increasing Physical Activity and Raising the Profile of PE. This strategy addresses **Key Indicator 1:** The engagement of all pupils in regular physical activity and Key Indicator 2: The profile of PE and sport being raised across the school.



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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)	To ensure all pupils meet the Chief Medical Officers' guidelines of 30 minutes of activity during the school day, particularly engaging less active pupils.	Activity Circuits at Break and Lunchtime: Employ dedicated Activity Coaches / sports leaders to run structured, inclusive, and differentiated 'Play Zone' activity circuits (e.g., multi-skills, skipping, team challenges) during some break and lunchtimes.	Reduced sedentary behaviour and a measurable increase in moderate-to-vigorous physical activity (MVPA) during non-lesson time. Reduced playground incidents due to purposeful activity. All pupils participate in daily activity.	Playground observation data (tally counts). Behaviour incident data (pre/post-intervention). Pupil voice on playtime enjoyment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£7000

Broadening Experience and Competitive Opportunities This strategy addresses **Key Indicator 4:**
 Broader experience of a range of sports and activities and Key Indicator 5: Increased participation in competitive sport, with the aim of achieving the School Games Gold Mark.



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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)	To increase overall participation in competitive sport and achieve the School Games Gold Mark by providing a wide range of inter- and intra-school opportunities.	Competitive Sport & Equipment Upgrade: Pay the annual School Games Organiser (SGO) Network Affiliation Fee and transport costs to allow teams to attend inter-school events. Fund termly intra-school house festivals embedded into the curriculum/lunchtime circuits. Purchase new, durable, and inclusive sports equipment (e.g., adaptive sports equipment, new netball posts, golf equipment) to facilitate the broader range of sports.	75% of all KS1 and KS2 pupils participate in at least one inter-school competition. 100% of pupils participate in intra-school competition. School Games Gold Mark is successfully awarded.	School Games Mark evidence forms. Records of fixtures/transport costs. Intra-house participation sign-up sheets. Equipment audit and inventory.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£3000

Enhancing Staff Expertise and Curriculum Delivery his strategy addresses **Key Indicator 3:**
Increased confidence, knowledge, and skills of all staff in teaching PE and sport.



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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)	To build sustainable capacity by upskilling all teaching staff in key curriculum areas (e.g., Gymnastics and Dance), ensuring high-quality, diverse PE provision.	Specialist Sports Coaching: Contract specialist external coach to deliver targeted Continuing Professional Development (CPD) through joint-planning and co-delivery with class teachers.	100% of staff report a significant increase in confidence and competence in teaching the targeted areas. All teachers are able to independently deliver two hours of high-quality, broad, and balanced PE per week.	Pre/post-CPD staff confidence audits/surveys. PE lesson observation reports. Pupil voice (comments on enjoyment and skill progression).
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£4800

Promoting Well-being and Inclusion for Targeted Pupils **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



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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)	Sensory playtime resources for lunchtime well-being club.	Lunchtime Well-being Club & Sensory Resources: Establish a supervised, indoor/quiet-zone "Well-being & Movement Club" during lunchtime. Purchase Sensory Playtime Resources for this club, such as: Small trampolines/wobble cushions for proprioceptive input. Resistance bands and fidget tools. Weighted balls and fine motor skills equipment.	Well-being Club extremely popular at lunchtime led by Mrs Bailey and Wellbeing Champions (MHM). Children physically active with a focus on personal well-being. Targeted pupils (identified via SEND/Inclusion Lead) demonstrate improved emotional regulation and readiness for afternoon learning. Increased participation in physical activity by pupils previously disengaged at lunchtime.	Inclusion Lead/SENCO tracking data on pupil attendance and emotional state (before and after club). Feedback from class teachers on afternoon engagement/behaviour.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£4000