



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



Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



YOUTH
SPORT
TRUST

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](#)

Review of the last academic year (2024/2025)



- 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 focussed 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 | 91% of pupils can swim 25M. | We would like our scores to be >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) | 81% can perform a range of strokes. | We would like our achievement to be greater than >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 | 98% of pupils can perform a safe rescue. | We would like all children to be able to perform a safe self-rescue. 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)



association for
PHYSICAL EDUCATION



| Key areas as outlined in PE and sport premium guidance | What went well? Supporting evidence? | What didn't go well? Supporting evidence? |
|---|--|---|
| <p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p> | <p>CPD for Y5 staff for swimming. Staff voice states that 60% feel more confident delivering PE and 20% of staff requested CPD in specific areas.</p> | <p>We see it as a positive the % feel more confident delivering PE and that % of staff have placed a specific request for CPD. Support will be offered by CPD opportunities and by PE curriculum leads.</p> |
| <p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p> | <p>69% of pupils attended an extra-curricular opportunity in KS2. 52% of pupils attended an extra-curricular opportunity in KS1 & EYFS.</p> <p>89% of PP children accessed extra-curricular clubs.</p> <p>~40% of children accessing 60 active minutes per day</p> | <p>We would like to target children who did to access a club in the previous academic year to ensure that they get an opportunity this year. Discussions with staff, SGO and extra providers to maximise the opportunities of children to push the number of pupils accessing an active extra-curricular opportunity to as close to 100% as we can.</p> <p>~60% of pupils not accessing 60 active minutes per day</p> |

| | | |
|---|--|---|
| <p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p> | <p>By celebrating all aspects of PE, PA and SS, we encourage more pupils to enjoy movement and physical activity. All pupils will develop physically, cognitively, socially and emotionally, leading to improved attainment in PE and across the wider school. Pupils are motivated to be more active, helping us work toward the goal of every child being active for an average of 60 minutes a day, 7 days a week (~40%).</p> | <p>~60% of pupils not accessing 60 active minutes per day</p> <p>Our school celebrates all participants of sporting events and will continue to do so in assemblies in front of the whole student body.</p> |
| <p>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</p> | <p>Continuing to offer a wider range of activities both within and outside the curriculum to get more pupils involved: Extra-curricular – Dodgeball, Dance, Netball, Football, Multi Skills, athletics, rugby, tennis.</p> <p>Additional workshops on offer – curriculum time to engage all pupils – Dance, rugby, tennis and para-sport.</p> | <p>Discussions with School Sports leaders to ascertain what other clubs we can offer to pupils. Liaising with external sport providers to host workshops and addition extra-curricular opportunities.</p> <p>Discussions with our SGO and school sport partnership to create a crafted and personalised extra-curricular offer.</p> |
| <p>5. Increasing participation in competitive sport</p> | <p>21% of KS1 and 43% of KS2 have taken part in an inter-school competition.</p> | <p>We target Y6 for inter-school competitions and 88% of Y6 pupils have taken part. We are lasing with our SGO to increase participation opportunities for KS1 and LKS2. We are also working within our school cluster to organise independent and inclusive sporting opportunities for other year groups.</p> |



association for
PHYSICAL EDUCATION



◆

◆

◆

◆

◆

◆

◆

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.
- 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*

| Swimming and Water Safety | Input data | Reflections |
|---|------------|-------------|
| 1. Swim competently, confidently and proficiently over a distance of at least 25 metres | | |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | | |
| 3. Perform safe self-rescue in different water-based situations | | |

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



| Aim | Why? | Key area | Supporting evidence |
|--|---|--|---|
| Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor physical activity to drive physical activity levels. | To ensure that all pupils will be active on average 60 minutes a day, 5 days a week. | 2. Increasing engagement of all pupils in regular physical activity and sporting activities | Display in school hall to encourage competition between classes and to celebrate individuals performing well, and these who have made excellent personal development. Afternoon participation data, alongside activity rota. |
| Teacher training ensuring all teachers in year groups swimming are confident. | To ensure all children are receiving high-quality swimming instruction when attending their sessions. | 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. | Staff confidence surveys. |
| Focus on targeted teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. | To ensure all children are participating in two hours a week of high-quality PE every week. | 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. | Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice. |
| | | | |

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-terminally 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 | Develop 60 active minutes by introducing skipping activity session. | <p>Skipping workshop for whole school to participate in, daily opportunities for pupils to skip to increase their fitness.</p> <p>School skip-a-thon day in the summer inviting parents to join in too. A joint effort to raise money for charity and to give children a goal to improve their ability.</p> | Fitter and more active pupils who have a willingness to increase their ability. | <p>Class tracking data, where pupils know their previous best score and attempt to improve their score.</p> <p>Class display in school hall, classes average score track on a number line to see which class is performing best.</p> |
| | 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 | Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. | Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers in Y4 & Y3 who will be delivering Swimming. Support for PE leader included, plus Tas who would want the training too. | Staff Confidence in Autumn 2025 showed that 80% of teachers feel confident in teaching all areas of PE. We predict that by July 2026, 100% of staff will feel confident in teaching all areas of the swimming curriculum alongside the staff at the swimming pool. | Staff confidence surveys, pupils' attainment data, |
| | 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 | Teacher training ensuring all teachers in year groups swimming are confident. | Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included. Ensure Complete PE annual membership is paid to ensure teachers can access HQ planning and supporting resources. PE resources updated to enable HQ teaching to take place. | Staff Confidence in July 2025 showed that 80% of teachers feel confident in teaching all areas of PE. We predict that by July 2026, 100% of staff will feel confident in teaching all areas of the curriculum. July 2025, Lesson observation feedback showed that 80% of lessons were 'high quality'. By July 2026 we predict that all teachers will have been trained and that 100% of all lessons being delivered will be 'high quality'. Pupil voice data in September 2025 showed that 85% of pupils felt that PE is always fun. By July 2026, we predict that this will increase to 100%. Pupil attainment data in July 2025 showed that 90% of FS and 91% of KS1 and 89% of KS2 were achieving ARE. By July 2026, we predict that 95% of FS, 95% of KS1 and 95% of KS2 will achieve ARE. | Staff confidence surveys, pupils' attainment data, lesson observation reviews, |
| | 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.