PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

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Created by

afPE 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 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	62% of children can swim competently for at least 25 metres. Swimming lessons were well attended, and pupils made good progress due to consistent instruction.	The time available within the swimming programme was not sufficient for all pupils to reach the expected standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	58% can use a range of strokes effectively. Staff worked closely with swimming instructors to monitor progress and identify pupils requiring additional support.	The proportion of pupils able to use a range of strokes effectively was lower than expected. Further targeted support is needed to improve proficiency across all strokes.
3. Perform safe self-rescue in different water-based situations	82% can perform safe self- rescue. Pupil voice demonstrating increased confidence and enjoyment of swimming.	Although the majority of pupils achieved the expected standard, 18% were not yet confident in demonstrating safe self-rescue techniques.

Review of the last academic year (2024/2025)

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 PE Lead accessed high-quality CPD and professional development opportunities to enhance their subject knowledge and understanding of current PE practice. Key learning, resources and updates were shared with teaching staff through staff meetings, guidance and ongoing support, helping to increase staff confidence and improve the consistency and quality of PE teaching across the school. Updated PE planning and curriculum resources. Lesson observations and monitoring demonstrating improved consistency in PE delivery. Staff feedback indicating increased confidence in teaching PE.	Due to time constraints and competing school priorities, there were limited opportunities to cascade all CPD learning in depth. Some staff would benefit from additional subject-specific training and further opportunities to observe best practice to continue developing confidence in delivering all areas of the PE curriculum.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A wide range of opportunities were provided to encourage pupils to be physically active throughout the school day. Active playtimes, lunchtime activities, extracurricular clubs and whole-school events increased participation and promoted positive attitudes towards physical activity. Registers showing good attendance at clubs and physical activity initiatives. Active playtime and lunchtime provision in place. Pupil voice demonstrating increased enjoyment and engagement in physical activity.	Although a wide range of opportunities were available, some pupils did not engage consistently in extracurricular activities due to other commitments or confidence levels. Continued work is needed to increase participation among less active pupils and ensure opportunities are accessible and appealing to all.

Review of the last academic year (2024/2025)

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	The profile of PE and sport was raised through an increased offer of extracurricular clubs, providing pupils with more opportunities to participate in a wide range of physical activities. The expanded provision encouraged greater participation across different year groups and abilities, promoting enjoyment, inclusion and a positive attitude towards being active.	Although the profile of PE remained high, opportunities to celebrate all pupils' achievements consistently across the year could be further developed. Continued promotion of participation, alongside competitive success, will help ensure all pupils feel valued and encouraged to engage in physical activity.
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	The school broadened its PE and physical activity offer by increasing the range of sports and extracurricular clubs available to pupils. This enabled children to experience a wider variety of activities beyond the core PE curriculum and encouraged greater participation from both boys and girls. The inclusive approach ensured that all pupils, regardless of ability or gender, had equal opportunities to take part and develop new skills.	Although a wider range of activities was available, some pupils continued to attend the same familiar clubs and were less willing to try new sports. Some clubs also had lower uptake than anticipated. The school will continue to promote the full range of opportunities available and encourage wider participation from all pupils.
5. Increasing participation in competitive sport	All pupils had the opportunity to participate in competitive sport through the school's annual Sports Day. The event encouraged healthy competition, teamwork, resilience and good sportsmanship while ensuring every child was able to represent their house and take part in a range of athletic activities. The inclusive format ensured that competition was accessible to pupils of all abilities.	Increasing the number of intra-school competitive events and exploring opportunities to participate in local competitions will be a priority moving forward.

Aims for the next academic year (2026/2027)

- 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

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	66% of children can swim competently for at least 25 metres. Regular communication between school staff and swimming instructors meant that pupil progress was monitored and support was appropriately targeted.	Some pupils entered the programme with low levels of water confidence and limited prior swimming experience, requiring additional time to develop their swimming ability
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	63% can use a range of strokes effectively.	While pupils made progress, many required additional practice to refine their technique and build confidence using different strokes
3. Perform safe self-rescue in different water-based situations	87% can perform safe self- rescue. Pupil voice demonstrating increased confidence and enjoyment of swimming.	Continued opportunities to practise water safety skills are needed to ensure all pupils leave primary school with the knowledge and confidence to keep themselves safe in

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
To Increase pupils' physical activity throughout the school day including inactive pupils, girls, SEND and PP students.	To improve fitness, wellbeing and concentration while helping children meet the recommended 60 minutes of daily activity.	Engagement of all pupils in regular physical activity.	Pupil interview feedback, observations, increased attendance at clubs. Increased participation of girls, SEND, PP pupils partaking in sport.
Improve the quality of PE teaching with focus on SEND, inactive pupils.	To ensure all pupils receive high-quality PE lessons that develop skills and confidence.	Quality of teaching, learning and assessment.	Learning walks, teacher confidence surveys, adapted planning to support inactive pupils and pupils with complex needs.
Increase participation in extracurricular sport day including inactive pupils, girls, SEND and PP students. .	To give more pupils opportunities to be active across a range of sports	Broader experience of a range of sports and activities.	Pupil voice, percentage of pupils attending clubs. Increased participation of girls, SEND, PP pupils partaking in sport.
Ensure all groups of pupils access PE equally.	To reduce barriers to participation and promote inclusion.	Inclusion and targeted support.	Disadvantaged pupil attendance yo after school clubs, pupil voice, learning walks

Plan, monitor and evaluate (2025/2026)

- 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:

	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 continue to develop high-quality, active and inclusive play opportunities during break times and lunchtimes, encouraging all pupils to be physically active, develop social skills and enjoy positive play experiences.	Provide a wide range of playground equipment and organised activities led by trained Play Leaders and staff. Rotate equipment and activities regularly to maintain engagement, introduce new games, and ensure all pupils, including SEND and disadvantaged pupils, have opportunities to participate. Monitor equipment and replenish resources where needed.	Increased participation in active play during break times and lunchtimes, improved physical activity levels, greater pupil engagement, enhanced social interaction, improved behaviour on the playground and increased confidence in leading and joining games.	Playground observations, pupil voice surveys, behaviour records, staff feedback.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Pupils are more active and engaged during break times and lunchtimes, with increased participation in structured games and physical activities. Staff have also reported a reduction in low-level playground incidents and more purposeful use of outdoor spaces. Play leaders supporting EYFS.	Staff have embedded structured play into daily routines, ensuring the provision remains consistent and sustainable. SMSAs provide targeted games during the lunchtime sessions	Increased participation in active play during break times and lunchtimes, improved physical activity levels, greater pupil engagement, enhanced social interaction, improved behaviour on the playground and increased confidence in leading and joining games.	Pupil voice surveys, playground observations

Your objective:

	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 develop staff confidence, knowledge and skills in delivering high-quality PE through targeted professional development, ensuring all pupils receive engaging and progressive PE lessons.	The PE Lead will attend relevant PE CPD, network meetings and training opportunities to keep up to date with current guidance and best practice. Key learning, resources and teaching strategies will then be shared with all staff through staff meetings, informal coaching and curriculum support. Staff will also have access to planning resources and ongoing guidance from the PE Lead where required.	Increased staff confidence in teaching PE, improved consistency and quality of PE lessons across the school, greater subject knowledge and a more progressive PE curriculum that supports positive outcomes for all pupils.	Lesson observations, and pupil voice through pupil interviews.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The PE Lead has successfully attended a range of PE CPD opportunities and has shared key updates, resources and practical strategies with teaching staff. Staff report increased confidence in delivering PE lessons and greater understanding of progression within the curriculum. Lesson observations show improved consistency in teaching, with pupils demonstrating increased engagement and skill development.	The PE Lead will continue to access ongoing professional development and disseminate learning through regular staff meetings and coaching. Shared resources, planning documents and curriculum guidance have been embedded, ensuring new and existing staff continue to benefit from high-quality support. Strong links with external PE providers and local networks will help maintain up-to-date practice.	CPD attendance records, lesson observations, curriculum planning, pupil outcomes and feedback.	£1,300

Your objective:

	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, including those with SEND, disadvantaged pupils, can fully access and enjoy high-quality PE lessons that meet their individual needs.	Provide inclusive PE lessons through differentiated planning, appropriate adaptations to activities and the use of suitable equipment. Staff will receive guidance from the PE Lead on inclusive teaching strategies and use ongoing assessment to adapt lessons so that all pupils can participate, achieve success and make progress.	All pupils will participate confidently and successfully in PE lessons, demonstrating increased engagement, enjoyment and progress regardless of their starting points or additional needs. Staff will feel confident adapting activities to ensure every pupil can achieve.	Lesson observations, planning adaptations, pupil voice, SEND support plans, staff feedback.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	PE lessons have become inclusive, with staff adapting activities to meet the needs of all pupils. Pupils with SEND and those requiring additional support are participating alongside their peers and demonstrating improved confidence, engagement and skill development.	Inclusive teaching strategies have been embedded within planning and teaching practice. Staff continue to receive support and guidance from the PE Lead, and inclusive resources and adapted equipment will remain available for future use. Ongoing assessment ensures that lessons continue to meet the needs of all pupils.	Pupil voice indicates that children enjoy PE and feel included in lessons. Instructional coaching.	**£2,000**

Your objective:

	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 pupils' participation in competitive sport by providing opportunities to experience healthy competition, develop teamwork, resilience and sportsmanship, and encourage greater engagement in physical activity.	Organise a range of intra-school competitions and competitive activities within PE lessons to ensure all pupils have opportunities to compete. Explore opportunities to establish links with local schools and sporting organisations to enable participation in inter-school competitions in the future.	Pupils will develop confidence, resilience and teamwork through participation in competitive activities. More pupils will experience competition in a supportive environment and demonstrate positive attitudes towards challenge and fair play.	Records of intra-school competitions and participation records across year groups.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Pupils took part in a range of competitive activities within PE lessons and intra year group competitions. These opportunities helped pupils develop teamwork, resilience and sportsmanship, and many pupils showed increased confidence when participating in competitive activities.	The school will continue to build on this while developing links with local schools and sports organisations to increase opportunities for inter-school competition in the coming academic year.	Pupils will develop confidence, resilience and teamwork through participation in competitive activities. More pupils will experience competition in a supportive environment and demonstrate positive attitudes towards challenge and fair play.	Records of intra-school competitions and participation records across year groups.

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