



# 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	90% of pupils can swim 25 meters.  Reports from swimming teachers on how many children can competently swim this distance. Witnessed by class teachers attending the sessions.	Pupil attendance was inconsistent and did not give opportunity for regular improvement.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	80% of pupils in Year 6 can use a range of strokes effectively.  Witnessed and reported to class teachers by swimming teachers throughout the course.	Pupil self-confidence was lacking and required regular intervention to encourage use of a variety of strokes.
3. Perform safe self-rescue in different water-based situations	90% of pupils in Year 6 perform safe self-rescue in different water-based situations.	More evidence and opportunity needed to evidence secure understanding across the year group.

## 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?
<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 and additional staff meetings promoted a variety of methods to delivering PE lessons which resulted in an increase in staff confidence when delivering PE. Data showed an increase from 50% to 75%.</p> <p>Pupil voice feedback gave evidence towards an improvement in enjoyment and understanding in lessons due to an increase in confidence from teachers.</p>	<p>We have celebrated our staff's improvements and dedication to PE but we need this to apply to all teaching staff, including TAs.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Monitoring and encouraging a variety of activities, games and sports at break times through the offering of new equipment and adult intervention.</p> <p>Sports clubs were offered after school as a way of encouraging more engagement with an active lifestyle.</p>	<p>Although we were successful in engaging more pupils during break times, this remained inconsistent throughout the year due to damaged equipment and behavior.</p>

## 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?
<b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement	<p>More intra-school events were implemented, especially towards the end of PE units.</p> <p>Certificates and trophies were offered to those who demonstrated positive attitude towards participation and teamwork.</p> <p>Success was posted on social media to spread the word of improvement.</p>	<p>Not all children felt confident enough to engage in a competitive environment (Pupil voice). These children were given additional opportunities to participate in PEACH events, which offer a non-competitive environment .</p>
<b>4.</b> 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>All activities offered through the school, including participation in inter sporting events, were offered to both boys and girls. Team sports were often entered on a 50/50 basis, such as hockey, handball, basketball and tag rugby (5 boys/5 girls).</p> <p>After reviewing the long-term plan, we made alterations to include inclusion games throughout the Spring term.</p>	<p>We would like to target more children to enter these events as many of the same children would participate in multiple sports.</p> <p>Pupil sign up sheets indicated many of the same children eager to participate.</p>
<b>5.</b> Increasing participation in competitive sport	<p>90% of inter competition was in KS2.</p>	<p>We would like to offer more opportunities for KS1 to engage in competitive sport.</p>

# 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	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

# Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>CPD opportunities through in-school and external coaches to ensure teachers are confident to deliver the selected sports/activities according to the long-term plan.</p>	<p>To ensure all children are participating in two hours of engaging and inspirational activity/PE a week.</p>	<p><i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i></p>	<p>Staff surveys Lesson observation reviews Pupil voice</p>
<p>Teachers to provide opportunities for children to become active throughout the day with a wide variety of active breaks and cross-curricular activities.</p>	<p>To ensure all children are given equal opportunity to be active at various points throughout the day and not just during unstructured break times.</p>	<p><i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i></p>	<p>Video and photo evidence via 'Book Creator' Teacher feedback and suggestions to successful active break opportunities.</p>
<p>Attend and host a variety of intra and inter school sporting events.</p>	<p>To provide opportunity to those who already participate in teams outside of school to work on team working skills and give children a chance to try a variety of sports that may be on offer by local clubs.</p>	<p><i>5. Increasing participation in competitive sport</i></p>	<p>Social media posts featuring match reports Virtual fixture/result calendar</p>
<p>To assign pupil break time monitors as a way of ensuring safe and happy play for all children. Daily feedback given as a way of promoting positive play.</p>	<p>To encourage all children to become more active throughout unstructured break times and feel confident to participate in any activity they wish.</p>	<p><i>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</i></p>	<p>Pupil voice Video/picture evidence documented on 'Book Creator'</p>
<p>To arrange a variety of after school clubs made accessible to all children.</p>	<p>To provide additional opportunities for pupils to extend their knowledge and participation in an activity they enjoy or perhaps have a go at one they have never tried before.</p>	<p><i>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</i></p>	<p>Virtual sign-up documents/registers Photo evidence uploaded by PE lead</p>

## 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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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
<b>Plan and monitor</b>	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-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
<b>Evaluate</b>	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:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Increase activity levels of all children throughout unstructured break times	<p>Playground markings to offer more choice of activity</p> <p>Pupil voice to gauge areas of interest</p> <p>Range of equipment</p> <p>Additional training for MSAs to encourage active participation from pupils.</p>	<p>At least 90% of children across all year groups being active during unstructured break times.</p> <p>Less damage/loss of equipment</p> <p>Improved levels of behavior and respect towards adults and peers</p>	<p>Pupil/staff feedback via questionnaires and voice.</p> <p>Photo/video evidence taken by breaktime monitors and teaching staff.</p> <p>End or term reviews to discuss positives and negatives of break times.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Provide equal opportunity for all children to participate in at least 2 hours of high-quality teaching of PE a week.	CPD/Staff meetings via PE lead and external coaches  Specialist to provide series of lessons to demonstrate effective methods of teaching.	All children engaging enthusiastically during PE lessons, listening and responding well to teaching.	Book Creator evidence to show a range of skills and feedback on areas taught.  Teacher feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Year 6 Sports ambassadors given access to P.E cupboard and sign out sheet with a variety of equipment to choose from. (Separate equipment bought and dedicated for use during break times decided on by P.E lead)	Purchase and assign equal amounts of equipment for each year group.  Ensure PE cupboard is regularly checked and cleaned.	Respect of equipment shown through less breakages/losses  Improvement in teamwork and inclusion during break times.	Pupil voice  Staff feedback  Photo evidence
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Offer Bikeability level 1 to level 2 to year 6.	Local authority sports officers who will lead the courses.  Parents – to give permission and provide the equipment.	Increased awareness of road safety.  Supporting safety and independence through transition to high school.	Feedback from sports officers  Pupil voice  Photo evidence
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Purchase and maintain equipment to enhance physical activity and PE lessons.	PE lead who will identify and request orders of equipment.  Health and Safety admin who will ensure equipment and resources are maintained in line with statutory standards e.g. ROSPA for outdoor play equipment	Increased quality and maintained ample resources to deliver the agreed curriculum and enhancements.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

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