

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.

<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	We had two SEND pupils who initially lacked confidence to enter the water. However after support and encouragement, they were able to enter the pool. 5 out of the 10 pupils who started as non swimmers achieved 5m or 10m by the end of the 8 week block. 52% pupils can swim 25m or more.	We had nearly 1/3 of the class starting as beginning swimmers, which made it difficult to achieve a high percentage of pupils swimming 25m.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Despite nearly 1/3 of the class starting as beginners, 73% of pupils managed to demonstrate the ability to swim a range of strokes.	
3. Perform safe self-rescue in different water-based situations	73% of pupils were able to perform safe self-rescue.	

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	We were able to utilise the support of coaches in the local area who delivered taster sessions to every class, providing staff members with the opportunity to develop their confidence and knowledge in a variety of areas. This included dance, gymnastics, football, cheerleading and martial arts. A selection of teaching staff were able to access cricket sessions delivered by a local coach to develop their knowledge and understanding to confidently deliver sessions. Continued access to GetSet4PE planning and resource tool, which allowed staff to access high quality lesson plans with supporting tools such as videos making demonstrates and understanding of various skills clear. It also provided staff with support to challenge and assist pupils of above age related and below age related targets.	Time restrictions due to curriculum coverage of other subjects and class cover meant teachers couldn't access more than a few coach-led sessions for CPD to see the complete progression throughout all lessons.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We redeveloped our playtime offer. We moved towards a free flow playground rather than segregated areas (KS1 and KS2). This allowed children to socialise with all pupils and all pupils can access all play opportunities. This included a range of activities to engage all pupils such as – football, dodgeball, trim trail, gym equipment and play leaders equipped with the resources and knowledge to engage reluctant pupils. We saw a reduction in behavioural issues reported at playtimes via CPOMS.	We could offer other sports at playtime to engage more pupils and widen children's experiences of different sports.

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	Use of National School Sports Week to promote sport across the whole school with all classes from nursery to Y6 engaging in a variety of sports from local coaches and clubs. We used OPAL to enhance our playtime offer led by a team of 5 and included ideas and opinions from playtime supervisors throughout the process to help develop our offer.	Promoting sport in other ways throughout the year. We didn't make all of the necessary changes listed by OPAL. However, we wish to develop our playtime which is unique to our pupils needs and desires.
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	During teacher led and PPA sessions, pupils access a variety of sports such as gymnastics, dance, golf, hockey, badminton and rugby. Playtimes amended and adapted to include the offer of all playtime activities to all pupils, not limited to age groups. We continued to offer football sessions for each year group (organised by year group to make sure the game is safe for all who play). Any gender and ability are able to participate. Dodgeball on offer under the same structure as football.	To offer other sports during playtimes.
5. Increasing participation in competitive sport	A variety of sporting competitions were on offer this year from Y1 to Y6 including: dodgeball, triathlon, cricket, sportshall athletics, tag rugby, dance showcase, KS1 festivals in target games, striking and fielding, invasion and athletics. All pupils accessed at least one of the above sessions.	To participate in other competitions.

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 <i>Focus: 2. Increasing engagement of all pupils in regular physical activity and sporting activities.</i>	56% (20/36) pupils achieved their 25m or more badge during the course of the 8 week block of swimming lessons. 15 pupils started in the teaching pool however by the end one pupil had moved to the shallow end of the large pool, 3 pupils who were not confident to enter the pool built up the confidence to swim without a pool noodle.	Only a small group of pupils access swimming lessons outside of school so the majority of the pupils were at a lower starting point at the beginning of the course.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	72% of pupils were able to swim a range of strokes.	
3. Perform safe self-rescue in different water-based situations	72% of pupils were able to perform safe self-rescue.	

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To provide staff with CPD opportunities.	To ensure all pupils access high quality teaching to ensure they can achieve at least ARE within PE and sport or AARE. To ensure all pupils fundamentals are embedded to enable children to access others sports confidently and competently.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Access to high quality planning with resources to support delivery of lessons to equip staff with the necessary tools to feel confident when delivering all areas of PE. Development of planning to ensure fundamental skills are embedded.
To provide a range of play opportunities.	To ensure all pupil groups are given the opportunity to be active at playtimes to stay physically active and to support positive re-entry into class to be ready to learn.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupils were given a range of activities to access e.g. dodgeball, adventure playground etc and these were accessed through a free flow play ground. We no longer have a KS1/KS2 area, pupils play across both playgrounds providing all pupils with access to all opportunities of play.
To develop pupil understanding of active lifestyles.	To promote positive active lifestyles and understanding of the impact on not only their physical health but mental health and the importance of both.	3. Raising the profile of PE and sport across the school, to support whole school improvement	Through PSHE and science lessons pupils were given the knowledge and understanding of healthy active lifestyles and the impact on our mental and physical health and the positive impact this can have on other aspects of our life.
To provide a range of sports during playtimes and PE lessons.	To give pupils the opportunity to access sports they may not experience outside of school.	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	Pupils participated in a variety of sports such as golf and handball.
To give all pupils from KS1 and KS2 access to competitive events.	To provide pupils with the opportunity to implement their skills and knowledge of game play in a competitive game.	5. Increasing participation in competitive sport	All pupils from KS1 and KS2 accessed at least one competitive sport or sporting event. Staff noticed high levels of engagement during events. Less active pupils were more engaged

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
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-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
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: To develop staff knowledge and understanding across a variety of PE and sporting activities.



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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 develop staff knowledge and understanding across a variety of PE and sporting activities. <i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Access to high quality teacher resource with detailed planning including ways to support and challenge pupils alongside videos to utilise in class and also support teacher understanding of different skills. Use of taster sessions led by coaches to develop teacher knowledge and delivery of PE and sport. Attend annual PE conference.	Increase in staff confidence evident when delivering all aspect of the PE and sport curriculum. Pupils were making improvements in their ability when accessing PE lessons.	Use of termly assessments to access data to assess percentage of pupils at BARE, ARE and AARE. Use of observations during PE lessons to ensure high quality delivery of sessions. Pupil voice to understand the support and challenge they have been able to access and ensuring coverage of all lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Teaching staff spoke highly of the coach-led sessions and how informative they were on their own practice. Teachers make effective use of the video supporting clips to deliver lessons to ensure high-quality examples to support children's understanding. Teachers were supported through identification of ways to support and challenge through the planning used in school.	The CPD from coach-led sessions and access to high quality lesson plans will enable staff to use their knowledge gained to implement with future pupils. Continued use of detailed planning with support and challenge tasks identified throughout a lesson will enable teachers to develop their understanding when delivering PE lessons. Teachers can begin to use videos as a support alongside their own demonstrations.	Through termly pupil voice it was noted 'Our teacher gave us ways to challenge ourselves when we had successfully completed a task.'	Purchased a 3 year package from GetSet4PE £1526.18 Taster sessions/staff CPD= Gymnastics – £170 Tennis – £240 Rugby – £200 Basketball – £200 Rugby sessions 6 week block - all teaching staff attended a lesson as CPD £1000 Dance workshop - £780 PE Conference £60

Your objective: To continue to develop playtime provision.



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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 continue to develop playtime provision. <i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i>	Ensure there are a variety of opportunities of play for all pupils to access during all break times. TA/midday lunchtime supervisor appointed the role of playtime coordinator to facilitate and organise play opportunities. Sports leaders in year 6 to encourage others to participate in active playtimes and support during sporting events e.g. sports day. Play leaders from Y5 and support play by setting up and modelling games, ensuring a rotation of activities. They gather pupil voice on activities and games that the students would like to see and assist in nominating 'Playground Hero'.	All pupils engaged in a range of activities and access for all pupil groups with every opportunity creating an inclusive provision. TA's at playtime and midday lunchtime supervisors engaging pupils in play. An increased amount of pupils involved in play. A reduction in sanctions due to increased regulation and conflict resolution. Children who perhaps do not normally take part in physical play doing so in the safe and fun environment of playtimes, sometimes non traditional physical activity such as digging or tyre rolling! The opportunities provide pupils with the chance to support their emotional regulation.	We will be able to carry out pupil voice to identify areas of play children wish to see developed or included and can adapt play provision as a result of the feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Playtimes are more varied and more in line with what children want to do and children are more likely to take part in something new when the game is modelled by other children who are in a supervisory role. Types of play are varied and engagement is increased. Reduction in behaviour issues in the classroom leading to a positive impact	The training play and sports leaders receive can be replicated and shared with the next year groups ready for a September start enabling their role to continue each year.	Pictures on drive displaying active playtimes. Rolling programme of recruiting playleaders . Data from behaviour online logging system showed reduction in behaviour matters during playtime.	Resources purchased - £4608.50 (playtime provisions and PE lessons).

Your objective: To offer opportunities to all pupils to participate in sports, developing their skills and knowledge to implement in PE lessons.



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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 offer opportunities to all pupils to participate in sports, developing their skills and knowledge to implement in PE lessons. <i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i>	Utilise local clubs to provide coach-led taster sessions and a block of sessions.	Pupils will have developed their knowledge and understanding of a range of sports and can demonstrate their understanding with successful application to competitive games. Increase in confidence from pupils during competitive sports.	Conduct pupil voice to establish impact from the sessions. Use of staff voice identifying impact of coach-led sessions being transferred to teacher-led lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Teaching staff noticed an increase in confidence from Y6 and Y5 pupils after their 6 week block of rugby sessions led by a local club. Children were not afraid to participate in the close contact support. Reluctant pupils who do not enjoy all sports and are timid when participating in competitive sports were noticed to have grown in confidence and taking a more active role in games in comparison to the start of the sessions. This was also evident when they attended a rugby	We can continue to work with reluctant pupils and engage pupils in a range of sports either during PE sessions or during playtimes. Use pupil voice to discover interests and cater for these where possible.	Pupil voice from rugby sessions - Have you participated in rugby prior to your sessions? 43% Did you enjoy the coach-led rugby sessions? 81% Would you participate in tag rugby events in the future? 53% Additional comments – 'It was really good how he kept us moving.' 'I liked when he taught us how to dodge.' 'I liked how we played matches so we could practice our skills.' 'I really enjoyed it because it's quick pace so were quickly onto different drills and the drills are fun.'	Outlined on earlier slide/objective.

Your objective: To promote a range of sporting activities to all pupils.



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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 promote a range of sporting activities to all pupils. <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>	Create a curriculum coverage map to identify which year groups will teach each sport and ensure a range of activities are available for pupils from nursery to Y6. Use of online planning resource. Invite local clubs into school to offer taster sessions. Use of after school clubs to offer other sporting opportunities.	Pupils enjoying participating in a range of sports. Children becoming more confident when taking part in PE lessons. All pupils actively engaged in sporting games.	Pupil voice carried out termly to ascertain views of their PE lessons and the content and views on sports covered.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	A coverage of sports are available from EYFS through to upper KS2. We ensure we start with the fundamentals and these are revisited in KS1 to embed and develop these skills, which ensures more pupils are achieving ARE or AARE. Team sports on offer as extra-curricular opportunity to complement and support pupils when participating in these sports in lessons and during competitions. Taster sessions with local clubs allows clubs to promote their offer and to broaden pupils experiences and knowledge of sports on offer in our local area. Y6 pupils were given the opportunity to access cycling training. Those who were less	Local clubs have previously offered sessions free of cost this will allow future pupils the opportunity to participate in sessions.	Pupils stated – 'We were learning how to dodge in dodgeball. I have liked playing the sport and learning the rules.' 'We were learning how to serve. I liked trying a new sport.'	Cost identified in previous year budget for planning. Taster sessions identified on slide 10. Bikeability £150 Colour run £424.67 After school clubs - free

Your objective: To provide all pupils from KS1 and KS2 the opportunity to apply their knowledge of skills and tactics.



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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 provide all pupils from KS1 and KS2 the opportunity to apply their knowledge of skills and tactics. <i>5. Increasing participation in competitive sport</i>	Access competitions delivered by Get Ahead Sports Partnership to participate in a range of sports, enabling pupils to apply their knowledge of tactics in a competitive event. Provide children with access to sports they may not access outside of school to engage and promote a range of sports.	Children engaged and happy to participate in team and solo sports. All pupils access at least one sporting event throughout the academic year.	Details of each event accessed.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All pupils from KS1 and KS2 have been given the opportunity to participate in at least one competitive and/or sporting event through the academic year giving them an opportunity to represent their school and participate in competitions they have not had access to outside of school. See supporting information slide 15. List of competitions accessed this year.	Staff are able to incorporate the competitions and format of the events into their teaching using it as an opportunity for intra school competitions.	Reluctant pupils were noticed to participate willingly and enjoyed the event. Staff voice noted high levels of engagement during each event where pupils participated enthusiastically.	Access to Sports Partnership £2688 Y3 Team Challenge Oct £90 Y5 Basketball Taster £90 Y6 Dodgeball Oct £340 (£280 entry fee) KS1 Target Festival £175 KS1 Invasion £90 Y5 Dodgeball Feb £90 KS1 Striking and Fielding £90 Y5 Tag Rugby £139 Y5 Sportshall Athletics £139 Y4 OAA £90 KS1 Athletics £175 Y6 Triathlon £300 Y6 Dodgeball £350

This page has been left blank for any notes or supporting information.

Sporting events/competitions 2025/2026

Y3 Team Challenge Day 01.10.25

KS2 Basketball Taster 16.10.25

KS1 Festival Target 06.11.25

Y6 Dodgeball 02.12.25

KS1 Festival Invasion 08.01.26

Y5 Dodgeball 12.02.26

KS1 Festival Striking and Fielding 26.02.26

Y5 Tag Rugby 24.03.26

Y5 Sportshall Athletics 26.03.26

Y4 OAA 28.04.26

KS1 Festival Athletics 30.04.26

Y6 Triathlon 21.05.26

Y6 Bikeability June 2026

Y3 Sportshall Athletics 04.06.26

Y6 Tag Rugby 16.06.26

Y6 Swimming 13.07.26