

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

Commissioned by



Department
for Education

Created by



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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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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	All Year 6 children left being assessed as able to swim competently, confidently and proficiently over a distance of at least 25 metres, as assessed by the qualified instructors used.	School approach is successful so will continue in current form.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All Year 6 children left being assessed as able use strokes effectively as assessed by the qualified instructors used.	School approach is successful so will continue in current form.
3. Perform safe self-rescue in different water-based situations	All Year 6 children left being assessed as able to perform safe self-rescue in different water-based situations as assessed by the qualified instructors used.	School approach is successful so will continue in current form.

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	- Improved staff confidence in delivering high-quality PE lessons in a range of traditional sports through team teaching. Evidenced by Lesson observations, learning walks and staff feedback evidencing higher-quality teaching and greater pupil engagement in PE. - PE lessons show better structure, clearer learning objectives, and improved pupil engagement. Evidenced by Lesson observations, learning walks and staff feedback evidencing higher-quality teaching and greater pupil engagement in PE.	- Lack of whole-school training delivered by PE specialists to increase staff understanding of progression, differentiation, and assessment in PE. Evidenced by a lack of sessions. - Insufficient time for reflection and collaboration: Staff found it challenging to share best practice or observe others' lessons due to competing priorities. Evidenced by staff feedback. - Staff reported lacking confidence in delivering less traditional sports such as dance, yoga, and outdoor fitness.

2. Increasing engagement of all pupils in regular physical activity and sporting activities	- Increased pupil participation in both curriculum PE and extracurricular clubs, with more pupils regularly taking part in structured and informal physical activity. Evidenced by club registers and participation data showing an increase in the number of pupils attending sports clubs or activities. - Introduction of daily physical activity initiatives (e.g. active brain breaks, new playground equipment) helped embed activity throughout the school day. - Enhanced pupil enjoyment and attitudes toward PE — pupils report being more motivated and confident to be active both in and out of school. Evidence by pupil voice demonstrating greater enjoyment and awareness of the importance of physical activity.	- Lack of variety in activities: Although participation improved overall, the range of activities offered did not always cater to all pupil interests. Some pupils found the options repetitive or preferred more creative, individual, or non-competitive activities. - Weather and facilities constraints: Poor weather and limited indoor space occasionally disrupted scheduled activities, reducing regularity. - Staff availability: Limited staff capacity and time affected the ability to run as many clubs or lunchtime activities as we would like.
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3. Raising the profile of PE and sport across the school, to support whole school improvement	- Increased participation and enthusiasm: More pupils took part in extracurricular clubs. Evidenced by club registers and participation data showing an increase in the number of pupils attending sports clubs or activities. - Positive impact on wellbeing and behaviour: PE and sport contributed to improved focus and behaviour in class. Evidenced in pupil voice and staff feedback. - School-wide event (sports day) boosted participation and created a sense of community. Evidenced by parent and pupil feedback after the event. - Recognition of pupil achievements in PE and sport motivated pupils and reinforced positive behaviour and teamwork. Evidenced by weekly certificates and social media posts.	- School-wide events and competitions were limited and need to be expanded to offer a wider range of activities for children to engage with. - Links with parents and the wider community via sports showcases, open days, and partnerships with local clubs is limited and needs to be expanded. - Pupil leadership roles were not put in place (e.g., Sports Leaders, Play Leaders) to empower pupils to take responsibility and raise the profile of activity across the school. - Resource constraints: Limited access to equipment and indoor space during poor weather restricted some activities.
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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	- Increased variety of activities: Beginning to broaden the range of activities on offer during the curriculum allowing pupils the opportunity to try activities they wouldn't normally encounter. Evidenced by the PE curriculum. - Greater inclusivity: Efforts made to ensure boys and girls had equal opportunities in traditionally gendered sports (e.g., girls encouraged to play football; boys encouraged to try dance or gymnastics). - Engagement of all pupils: Participation rates across year groups improved, particularly among pupils who were less active or previously reluctant to join clubs. - Positive attitudes towards PE: Pupil discussions indicated more enjoyment and confidence in PE, especially for those trying new activities.	- Limited staff expertise in some activities: Teachers felt less confident delivering certain sports, which sometimes restricted variety or quality of lessons. - Resource limitations: We have restricted indoor and outdoor space, and limited equipment, making some activities harder to deliver or scale. - Transport and cost barriers: Pupils occasionally missed opportunities for external activities, internal visitors and trips due to lack of transport or extra funding.
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5. Increasing participation in competitive sport

- Broader participation in intra-school competitions: More pupils across all year groups had the opportunity to take part in school-based competitions, such as football, basketball, tennis and multi-sport tournaments, allowing everyone to experience competitive sport within the school environment. Evidenced in lesson observations and planning.
- Balanced gender involvement: As all activities this year were intra-school, both boys and girls took part in competitions, allowing for equal representation. Evidenced by class registers and lesson participation.
- Improved pupil confidence and teamwork: Participation in competitive sport helped pupils develop resilience, cooperation, and communication skills. Evidenced by pupil voice.
- Celebration of achievements: Successes, participation, and effort were recognised in assemblies, newsletters, and on display boards, raising the profile of competitive sport.

- Transport and logistics challenges: Limited access to transport prevented pupils from attending external competitions.
- Limited squad sizes: Our small school population meant fewer pupils were available to form full teams for certain sports.
- Resource constraints: a lack of specialist equipment and space restricted training opportunities and skill development.

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 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	12 children in Y4, 5 and 6 are below the required standard and will therefore be supported with targeted sessions to support them to reach it.	Continue whole school swimming approach to reduce the need for top-up sessions for those in older year groups.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	12 children in Y4, 5 and 6 are below the required standard and will therefore be supported with targeted sessions to support them to reach it.	Continue whole school swimming approach to reduce the need for top-up sessions for those in older year groups.
3. Perform safe self-rescue in different water-based situations	12 children in Y4, 5 and 6 are below the required standard and will therefore be supported with targeted sessions to support them to reach it.	Continue whole school swimming approach to reduce the need for top-up sessions for those in older year groups.

Aim	Why?	Key area	Supporting evidence
To strengthen staff confidence and skills in PE through targeted training, collaboration, and reflection, ensuring consistent progression and effective assessment for all pupils.	To improve the quality and consistency of PE lessons across the school. To ensure all staff can deliver progressive, well-differentiated lessons with effective assessment. To increase staff confidence, leading to better pupil engagement, progression, and outcomes in PE.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff feedback showing limited confidence in progression, differentiation, and assessment. Observation notes highlighting inconsistencies in PE lessons. Training records confirming no whole-school PE training delivered by specialists. Lack of time for collaboration or lesson observations noted in staff meetings.
To broaden the variety of physical activities and opportunities available to all pupils, ensuring they can engage in enjoyable, inclusive, and regular PE and extracurricular sessions.	To provide a wider range of activities that meet all pupils' interests. To ensure regular access to PE despite weather, space, or staffing limitations. To increase overall engagement, enjoyment, and participation in physical activity.	Increasing engagement of all pupils in regular physical activity and sporting activities	Some pupil feedback reported limited choice or repetitive activities. Indoor space and staff availability limited activity delivery. Sessions sometimes disrupted or less varied due to weather or staffing limitations.
To expand school-wide events, competitions, and community links, while developing pupil leadership roles, to increase engagement, responsibility, and the profile of PE and physical activity across the school.	To provide a wider range of opportunities for all pupils to participate in competitive and non-competitive activities. To strengthen links with parents, local clubs, and the wider community, enhancing support and engagement. To empower pupils through leadership roles, fostering responsibility, teamwork, and a positive attitude towards activity. To overcome barriers posed by limited resources and facilities, ensuring more consistent access to PE opportunities.	Raising the profile of PE and sport across the school, to support whole school improvement	Limited number of intra-school and inter-school events and competitions held. Few sports showcases, open days and local club partnerships documented. No Sports Leaders, Play Leaders, or other pupil leadership roles in place. Limited equipment and indoor space noted, particularly during adverse weather.

To increase the quality, variety, and accessibility of PE and physical activities by developing staff expertise, improving resources, and reducing barriers to participation.	To ensure all pupils have access to high-quality, engaging PE lessons across a broad range of activities. To overcome limitations posed by restricted space, equipment, transport, or funding. To increase participation, enjoyment, and skill development for all pupils, regardless of circumstance.	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	Teachers report low confidence in delivering certain sports, limiting variety. Restricted indoor/outdoor space and limited equipment identified. Pupils missed trips, visitors, and external activities due to transport or cost barriers. Variations in lesson quality linked to staff confidence and resource constraints.
To increase pupil participation in competitive sport by improving access, resources, and opportunities for all pupils.	To ensure all pupils can take part in competitive sport. To overcome barriers such as limited transport, small squad sizes, and restricted equipment or space. To develop pupils' skills, confidence, and enjoyment through regular competitive opportunities.	Increasing participation in competitive sport	No attendance at external competitions due to transport issues. Small numbers affecting ability to form full teams for some sports. Lack of specialist equipment and restricted space identified. Training opportunities and skill development impacted by resource and squad limitations.

Aims for the next academic year (2025/2026)

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 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-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:



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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	To improve staff confidence and skills to deliver a broad, high-quality, progressive PE curriculum.	- Provide targeted CPD led by PE specialists. - Offer mentoring, team-teaching, and peer observation opportunities. - Share progression maps, lesson plans, and assessment tools.	- Consistent, high-quality PE lessons across all year groups. - Staff confident in delivering a wide range of sports and activities. - Effective differentiation and assessment to support all pupils.	- CPD attendance records. - Staff feedback surveys. - Lesson observations showing improved delivery and differentiation.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff confidence has improved through team teaching, modelling and ongoing support. Lesson observations and learning walks showed greater consistency in lesson structure, improved differentiation and higher levels of pupil engagement. Staff reported feeling more confident delivering a wider range of activities and using progression documents to support planning.	Staff now have access to progression maps, assessment resources and planning support which can be used year after year. Continued mentoring and CPD opportunities will further strengthen staff expertise and support new members of staff.	• Staff voice • Learning walks and lesson observations • PE planning scrutiny • CPD attendance records • Pupil engagement observations	CPD costs approx. £4000

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
Plan and monitor	To provide a wide variety of physical activities to engage all pupils, including creative, individual, non-competitive, and inclusive options.	- Audit PE curriculum and extracurricular offer. - Introduce new activities (e.g., dance, yoga, outdoor adventure, multi-sport rotations). - Adapt sessions for SEND or less active pupils. - Include pupil voice to guide activity selection.	- Increased engagement, enjoyment, and participation across all pupils. - Improved skill development and physical literacy. - Reduced barriers for less active pupils.	- Updated PE curriculum map. - Pupil surveys and feedback. - Participation tracking by year group, ability, and SEND.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupil participation and enjoyment increased, particularly amongst pupils who had previously been less active. A broader range of activities encouraged greater engagement from boys, girls, SEND pupils and those who preferred non-competitive activities. Pupil voice indicated that children enjoyed having more choice and opportunities to try new experiences.	New activities have been embedded within the PE curriculum and can be repeated annually. Resources purchased can continue to support a broad offer, and pupil surveys will inform future activity choices.	• Club registers • Pupil questionnaires • Curriculum maps • Participation tracking data • SEND participation records	Workshops costs approx. £3500 Clubs costs approx. £4000

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
Plan and monitor	To increase participation in competitive and intra-school sport while raising the profile of PE.	- Organise intra-school competitions and themed sports days. - Increase attendance at inter-school competitions and School Games events. - Celebrate participation through assemblies, newsletters, and displays.	- Higher pupil participation in competitive sport. - Enhanced teamwork, resilience, and school pride. - Raised profile of PE within the school.	- Competition registers and timetables. - Event photos, newsletters, and displays. - Pupil voice feedback on competitive opportunities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	More pupils experienced competitive sport through intra-school competitions and sports events. Participation levels increased across year groups and pupils demonstrated improved teamwork, resilience and sportsmanship. Celebrating achievements in assemblies and newsletters raised the profile of PE and motivated pupils to become more involved.	Competition calendars and event structures are now established and can be repeated annually. Increased staff confidence in organising events and stronger links with local partners will continue to expand opportunities.	• Competition registers • Sports day records • Pupil voice • Newsletters and displays • Staff feedback	Sports Partnership costs approx. £400 Travel costs approx. £400

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
Plan and monitor	To empower pupils to take ownership of PE and sport initiatives, fostering leadership and responsibility.	- Introduce Sports Leaders or Play Leaders roles. - Provide leadership training and mentoring. - Assign responsibilities for event support, equipment, and promoting activity.	- Increased pupil confidence, teamwork, and responsibility. - Greater pupil-led engagement in PE and school sport. - Positive impact on school culture and activity profile.	- Leadership role timetables and training records. - Staff and pupil feedback. - Observation of pupil-led sessions and events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Leaders successfully supported activities at competitions and school events. Leaders developed confidence, communication skills and responsibility, while younger pupils benefited from increased opportunities to be active. Pupil leadership contributed positively to the profile of PE across the school.	Leadership roles can be renewed annually through a training programme for new pupils. Existing leaders can mentor incoming leaders, ensuring continuity and long-term impact.	• Pupil feedback • Observation notes • Event organisation records • Staff evaluations	Resources costs approx. £500

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	To strengthen links with parents, local clubs, and the wider community to extend opportunities beyond school.	- Host sports showcases, open days, and family activity events. - Partner with local clubs for coaching or shared facilities. - Communicate opportunities and achievements through newsletters and social media.	- Increased parental and community involvement in PE. - Extended pupil access to extracurricular sporting opportunities. - Stronger school-community relationships.	- Event attendance records. - Partnership agreements and communication logs. - Parent and pupil feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Partnerships with outside providers increased awareness of sporting opportunities beyond school. Parents engaged positively with school sporting events and communications. Pupils gained access to wider physical activity opportunities, encouraging participation both in and out of school.	Relationships with local clubs and providers have been established and can continue to support future events, coaching opportunities and signposting for families.	• Parent feedback • Newsletters and social media engagement • Club referral information	Events cost approx. £500

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To ensure sufficient equipment, space, and access so all pupils can participate fully in PE and competitive activities.	- Audit equipment and facilities; invest in multi-purpose and portable resources. - Schedule indoor/outdoor spaces efficiently. - Seek funding or partnerships to support transport and activity access.	- More consistent and high-quality PE delivery. - Greater participation and inclusion in lessons, clubs, and competitions. - Sustainable provision for ongoing PE and sport development.	- Resource audit and purchase records. - Timetables and facility use plans. - Participation and inclusion monitoring data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	New equipment and improved organisation of resources enabled more effective PE lessons and increased participation. Staff were able to deliver a wider range of activities and pupils had more opportunities to practise skills. Access to equipment and improved planning reduced disruption and helped provide a more consistent PE experience.	Equipment purchased will remain available for future cohorts and will support curriculum delivery and extra-curricular opportunities over several years. Annual audits and replacement planning will ensure resources remain fit for purpose.	• Equipment audit • Purchase records • Lesson observations • Participation data • Teacher feedback	Resources costs approx. £3000