



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



Commissioned by



Department
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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.	In 2024/25: • 88% of Year 6 leavers able to swim confidently and proficiently over a distance of at least 25 metres. Every child is given the same opportunity. 1:1 support is given when necessary; small groups	There were a higher number of children who did not achieve their goals in this academic year. This is despite attending lessons over the previous 4 years.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In 2024/25: • 88% of Year 6 leavers able to use a range of strokes effectively. Every child is given the same opportunity. 1:1 support is given when necessary; small groups	See above
3. Perform safe self-rescue in different water-based situations	In 2024/25: • 88% of Year 6 leavers able to perform safe-rescue in different water-based situations. Every child is given the same opportunity. 1:1 support is given when necessary; small groups.	See above

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>Increase in staff confidence and competence when teaching PE. This has led to children enjoying PE and active sessions more. Continued use of Complete PE supports this.</p> <p>Evidence</p> <ul style="list-style-type: none"> Feedback from staff and evidence from walkthroughs show that the children are engaged and they are receiving high quality PE lessons. 	<p>Some sessions show less confidence/competence from staff. This is typically when staff are delivering custom units – these are specific to particular year groups and are not provided by Complete PE.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Staff self reviews and walk throughs show some lessons still need development and teachers would benefit from support with delivery.
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Lunchtime physical activity levels have significantly increased resulting in reduced behavior problems. We have achieved this through trained & deployed sports leaders and more equipment invested into break and playtimes.</p> <p>Continued focus on Active Travel schemes such as Bikeability/Living Streets has increased the number of children who travel to school actively.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Observations – break times/start +end of school day. Behaviour incident reports have decreased. Student voice – enjoying break times more. 	<p>Playground equipment isn't lasting long because it is well used/not always put away in the correct place.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Consider more sustainable equipment choices. Products break too easily when children are using them in free play. Need to build better storage for the play equipment <p>Lessons and breaks between lessons could be more active. Teachers can use Teach Active for ideas for active lessons.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Lesson walk throughs, pupil voice and staff feedback.

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>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>The embedding of teaching life skills through our PE curriculum (using the 'My Personal Best' resource) and through other lessons in the curriculum. A weekly celebration assembly recognises and rewards children who use these skills. We also have an end of year assembly, hosted by RESSP to celebrate these life skills.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Children understand the meaning of the values when questioned. • Values are transferring from PE lessons into the classroom – e.g. determination, self-belief. 	<p>We understand the power of PE, sport and physical activity on children's mental health. We would still like to see levels of physical activity increase. This can be difficult to achieve due to pressure from elsewhere in the curriculum.</p> <p>Physical activity can be used to help children to self regulate. This is something to be developed.</p>
<p>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</p>	<p>Creating positive experiences for ALL children and young people across the school. A wider and more varied extra-curricular physical activity club timetable, developed via student voice.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Pupil voice. Children made suggestions about clubs and gave feedback during and at the end of club sessions. • Attendance registers – children complete full block of sessions. • Attitudes to taking part in physical activity and coming to clubs have improved significantly. 	<p>Fewer staff are offering after-school clubs, particularly in KS1. There is reliance on external providers for this age range.</p> <p>Despite more clubs being offered, there are small pockets of children who are choosing not to be active. It would be useful to discover specific reasons for this and work to rectify this. Maybe offer alternative activities – things they haven't tried before, such as Glow in the Dark sessions/Silent Discos etc.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Tracking document
<p>5. Increasing participation in competitive sport</p>	<p>Creating positive experiences for ALL children and young people across the school.</p> <ul style="list-style-type: none"> • 100% attendance at a sports events/festivals. <p>Evidence:</p> <ul style="list-style-type: none"> • Pupil feedback at events and after events. • Attitudes to taking part in physical activity and attending events have improved significantly. 	<p>We need to do increase intra school competition, so children increase participation in competition. This would also help prepare our children more for inter competitions.</p> <p>We are working in partnership with RESSP to ensure children have positive experiences in competitive sport</p>

Aims for the next academic year (2025/2026)



- 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	In 2025/26 <ul style="list-style-type: none"> • 88% of Year 6 leavers able to swim confidently and proficiently over a distance of at least 25 metres. 	Small group of children did not achieve their swimming goals – despite having had regular blocks of swimming for the last 4 years. This small group was split and used both pools available, 1:1 support was given where necessary.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In 2025/26 <ul style="list-style-type: none"> • 86% of Year 6 leavers able to use a range of strokes effectively. 	See above
3. Perform safe self-rescue in different water-based situations	In 2025/26 <ul style="list-style-type: none"> • 92% of Year 6 leavers able to perform self-rescue in different water-based situations. 	See above

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Map staff's confidence and competence levels to ensure support is directed accurately.	<ul style="list-style-type: none"> To improve confidence and competence of teaching staff in all areas, particularly when supporting children with additional needs. Not all staff are 100% confident or competent, particularly those who have recently changed year groups. 	1.Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritizing CPD and training where needed.	<ul style="list-style-type: none"> Staff self-review surveys
Ensure that all children undertake 30 minutes of physical activity every day at school (outside of PE lessons/events/festivals)	<ul style="list-style-type: none"> To increase activity levels throughout the school day. To increase focus in lessons and reduce behaviour issues outside. To have a positive impact on children's mental health. 	2.Increasing engagement of all pupils in regular physical activity and sporting activities.	<ul style="list-style-type: none"> Children are more active School staff are reporting fewer behaviour incidents being recorded on CPOMS Lesson observations Observations at break/lunch times.
Develop the children's understanding of how being physically active can help their mental health and become part of their daily routine.	<ul style="list-style-type: none"> To encourage children to manage their own emotions using physical activity. To help children realise the benefits that physical activity can have on their mental health. 	3.Raising the profile of PE and sport across the school, to support whole school improvement.	<ul style="list-style-type: none"> Staff reporting that physical activity is helping to regulate the behaviour of the children who need it Pupil voice Fewer behaviour incidents Fewer incidents escalating
Whole school Physical Activity week during National School Sport week. Participation in National Football Week/Made for this Game sessions to encourage participation of girls in football.	<ul style="list-style-type: none"> To encourage any children who are choosing not to be active to try different activities. Use this week to engage children in different activities. To encourage girls to have a positive experience playing football at school and to make links with local clubs. 	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.	<ul style="list-style-type: none"> Pupil voice/feedback Observations of pupils by school staff
Offer more intra school competition to increase participation in competition and help prepare children for inter-competitions.	<ul style="list-style-type: none"> To increase the positive experiences had in competitive sports. 	5.Increasing participation in competitive sport.	<ul style="list-style-type: none"> Pupil voice survey Staff feedback

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:



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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 increase staff competence and confidence to deliver high quality PE.	<ul style="list-style-type: none"> Ask staff to complete the self-review tool for teaching PE at the start and end of the academic year. Employ a sports coach to work with staff to plan/deliver lessons; offer advice on differentiation; identify assessment points. Identify opportunities for support from RESSP to deliver CPD/work with staff individually. 	<ul style="list-style-type: none"> Staff are more confident and competent. High quality PE lessons are observed during learning walks and formal observation. A willingness for staff to want to learn more. All children will have positive experiences in PE lessons. 	<ul style="list-style-type: none"> Staff self review results Formal observation feedback. All key stage staff work closely with sports coach and have worked on their development areas. Children's confidence and competence levels is increased. Pupil voice – children enjoying PE more.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	To complete at the end of the academic year(2025-26).	<ul style="list-style-type: none"> Teachers will identify areas to be supported in. Lesson plans from Complete PE will be adapted. 'Custom' lesson plans will be developed and will be accessible for all staff to allow for staff movement across year groups. RESSP will work with teaching staff where it is appropriate. 	<ul style="list-style-type: none"> To complete at the end of the academic year(2025-26). 	<ul style="list-style-type: none"> RESSP support is part of their Service Level Agreement costs (Full SLA is £5000 – this is a part of this cost) DT Sports Coaching costs – to be added at the end of the academic year(2025-26)

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 (Complete now and monitor)	Increase engagement of all pupils in regular activity during the school day.	<ul style="list-style-type: none"> Develop pupil leadership with the use of Sports Leaders and Playground Leaders. (Training offered as part of our RESSP SLA and leaders supported by the school sports coach) Midday supervisor training. Range of equipment updated/replaced regularly. Youth voice activities to understand pupils wants and needs. 	<ul style="list-style-type: none"> Confident and competent groups of leaders who can plan and deliver activities that meet the wants and needs of pupils. Midday supervisors/teaching staff will be confident delivering or supporting a range of activities outside. A more active playground that meets the needs of all pupils and makes an impact on the number of incidents recorded on CPOMS. 	<ul style="list-style-type: none"> Regular student voice - from pupils and leaders. Regular staff voice and feedback - midday supervisors and wider school staff. Observations of the play-ground at breaktimes Updates from the Safeguarding team regarding numbers of incidents recorded on CPOMS.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	To complete at the end of the academic year(2025-26).	<ul style="list-style-type: none"> Rolling programme of training for the Sports/Playground Leaders as part of our RESSP SLA. Programme maintained and adapted regularly by school's sports coach meaning that new ideas are developed and activities continue to be exciting and engaging. Maintain pupil voice and adapt/change activities accordingly. Update equipment regularly. 	To complete at the end of the academic year(2025-26).	<ul style="list-style-type: none"> RESSP support is part of their Service Level Agreement costs (Full SLA is £5000 – this is a part of this cost) DT Sports Coaching costs – to be added at the end of the academic year(2025-26) Equipment to be updated -£500

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 (Complete now and monitor)	To use physical activity as part of children's self-regulation to improve mental health and to minimise behaviour incidents in school.	<ul style="list-style-type: none"> Use our self-regulation indicators to understand how our children feel throughout the school day. Offer activities, including physical options, as support for those children who need it. Encourage staff to use physical activity to help regulate a child outside of the classroom when needed. 	<ul style="list-style-type: none"> Children will understand the link between physical activity and mental health. Children will be confident to use physical strategies to help them self-regulate. Staff will have a bank of strategies to use to help children regulate before behaviour escalates. Parents will begin to understand what school is doing to help their child self-regulate (where appropriate) 	<ul style="list-style-type: none"> Staff will observe and be able to report that physical activity is being used successfully to self-regulate. Pupil voice Fewer behaviour incidents Fewer incidents escalating.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	To complete at the end of the academic year(2025-26).	<ul style="list-style-type: none"> Staff, pupils and families will work together to develop their knowledge of techniques and strategies which are successful. These can be shared and developed school wide. Work with support organizations such as our Headstart colleagues (if needed). 	To complete at the end of the academic year(2025-26).	To complete at the end of the academic year (2025-26) if equipment or staff CPD has been required.

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 (Complete now and monitor)	To offer games and activities throughout National Football week to encourage girls and those who are less active to have a positive experience when playing football. To develop a week of physical activity during National School Sport Week. To encourage the children who are less active to try different skills and activities.	<ul style="list-style-type: none"> Work with school sports coach to deliver sessions throughout both weeks. Work with RESSP to source equipment for alternative activities for the children to try over the week, such as Silent Disco/Glow in the Dark dodgeball etc. 	<ul style="list-style-type: none"> Children are fully engaged in the activity weeks. Children are inspired and engaged in the different activities. Children will make links with local clubs (where appropriate). 	<ul style="list-style-type: none"> Pupil voice Feedback from local clubs
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	To complete at the end of the academic year(2025-26).	<ul style="list-style-type: none"> Sports coach will plan and deliver sessions which could be organised and delivered by school staff on further occasions. Any equipment required can be purchased and used on a regular basis and for future events. Equipment can be used in lessons/after school clubs to maintain interest and keep children engaged. 	To complete at the end of the academic year(2025-26).	<ul style="list-style-type: none"> To complete at the end of the academic year (2025-26) if equipment has been required.

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 (Complete now and monitor)	Develop intra school competition which will provide more opportunity for children to increase participation in competition. This will prepare our children for inter school competitions and will make these experiences positive.	<ul style="list-style-type: none"> We work in partnership with RESSP to ensure children have positive experiences in competitive sport. Teaching staff have received 'Positive Experience' CPD from RESSP and understand why this is important and how we can prepare our children for participating in competitive events. The number of events offered by Key Stage will be appropriate to the age of the children and to the inter competitions which are organised by RESSP. 	<ul style="list-style-type: none"> Staff understanding 'Positive Experience' principles and prepare for this when delivering events in school and when attending events out of school. Children are more prepared for inter school competitions. Children are more resilient and can cope with competition, winning and losing. 	<ul style="list-style-type: none"> Feedback from staff Feedback from RESSP about our children and staff at events. Pupil voice Behaviour at events will show that children are better prepared for competition, winning and losing.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	To complete at the end of the academic year(2025-26).	<ul style="list-style-type: none"> 'Positive Experience' training for staff can be repeated as and when required as part of the RESSP SLA. Intra school competitions will be run by staff and will use equipment already in place in school therefore incurring no cost. 	To complete at the end of the academic year(2025-26).	<ul style="list-style-type: none"> Staff CPD is part of the SLA with RESSP. The cost for this is £5000 – CPD is only part of this.

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