



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	Children attend weekly swimming sessions with a keen focus on the 4 main strokes with a qualified swimming instructor	The amount of year 6 children that were able to swim confidently for 25 metres. To increase the amount of children that can swim 25 metres- last year was 57%
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	A high percentage of pupils can now switch between at least two or three strokes (front crawl, backstroke, or breaststroke) while maintaining a consistent rhythm and correct breathing.	A minority of pupils struggled to transition from 'distance' to 'efficiency.' While they met the 25m requirement, their stroke range remains limited to backstroke due to difficulties with bilateral breathing in front crawl.
3. Perform safe self-rescue in different water-based situations	100% of our Year 6 cohort participated in 'clothed' self-rescue drills, and 71% can now confidently demonstrate the 'Float to Live' technique, significantly increasing their safety in open-water environments.	For some smaller or less active pupils, treading water for the required duration (e.g., 60–90 seconds) proved a significant physical challenge that core PE lessons hadn't fully prepared them for.

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>By focusing CPD for staff in KS2, the school has built a sustainable "front-line" of support. TAs are now more confident in leading breakout groups and supporting technical skill development, which has increased the frequency of high-quality PE delivery.</p> <p>Joining the Local Authority sporting events has provided a structured pathway for pupils to attend sporting events. This has not only boosted pupil morale but allowed staff to observe best practices and officiating standards from other schools.</p>	<p>A further year of Real PE programme embedded in school and staff confidence in use increased. New staff will need to be trained in REAL PE.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Lots of physical activity took place outdoors during break and lunchtimes. Football pitches were used daily by large groups of children, as were netball posts on the school yard.</p> <p>Sports Leader training provided children with confidence to lead activities with other children in school.</p> <p>Positive feedback through the YST Insight reports show that children felt they had the opportunities to be active during those times.</p>	<p>Increase sports leader training to ensure more groups of children are targeted.</p> <p>Continue to provide and maintain equipment in order for children to experience a wider range of sports and activities.</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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Lots of events visited during the 24/25 academic year with 22 different events/competitions attended.</p>	<p>The school missed the opportunity to host a "sporting hero" event and a whole-school assembly on perseverance and the "Olympic values." Ensure this fed into next year.</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>The establishment of both mixed and dedicated girls' football teams, supported by after-school training, has successfully addressed gender participation gaps in the school's most popular sport. Registration logs show high attendance at girls-only training sessions.</p>	<p>The after-school offer remains limited to "traditional" sports (Football and Tag Rugby). This fails to engage pupils who might prefer non-contact or individual activities like dance, gymnastics, or tennis. Club attendance data shows that the same group of "sporty" children attend most clubs, while the "inactive" 20% remain unreachable due to a lack of variety in the sports offered.</p>
<p>5. Increasing participation in competitive sport</p>	<p>The school continued to maintain its presence in the Local Authority through the mixed and girls' football teams. Photographic evidence and pupil voice included on drive.</p>	<p>There were a handful of events that school were unable to attend due to organisational pressures/staffing.</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

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*

Your objective: Improve daily amount of physical activity (2)



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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 improve the amount of physical activity children do each day.	To increase daily physical activity levels and promote sustainable "Active Travel" by launching a whole-school "Walk and Wheel" initiative, centered around National Walk to School Week (May 18–22, 2026).	To disrupt sedentary travel habits and increase daily physical activity levels for all pupils. To provide a "pre-incentive" data point to measure the effectiveness of the May pilot. To decide on the feasibility of re-enrolling in year-round tracking based on pupil and parent "buy-in."	To use tracking data to highlight and improve physical habits of children throughout school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: To further develop school playtimes (2,3)



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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)	<p>To increase the volume of daily physical activity by diversifying the range of playground resources, ensuring high-quality, active play opportunities for pupils of all interests and abilities.</p> <p>To empower pupil leadership in the design of an "Active Playground" and enhance the physical environment to stimulate varied and imaginative movement.</p>	<p>Develop the role of the Sports Leaders. Student representatives will conduct a "Play Audit," survey their peers, and select equipment that specifically targets "inactive" groups.</p> <p>Refresh and expand PE equipment.</p>	<p>To increase "pupil buy-in" and ensure playground equipment meets the actual needs and interests of the current cohort.</p> <p>To provide "visual prompts" for movement, reducing sedentary behavior and supporting the development of fundamental movement skills (FMS).</p>	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: To purchase new PE equipment for curriculum (1,3)



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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 equip all teaching staff and assistants with high-quality, curriculum-aligned resources that remove barriers to effective PE delivery and increase instructional confidence.	To conduct a rigorous curriculum-linked audit of PE resources to ensure "instructional readiness" and maximise active participation for every pupil. Perform a "Gap Analysis" by cross-referencing the 2025/26 Scheme of Work with current stock. This ensures that for every unit (e.g., Gymnastics or Ball Skills), there is a sufficient "kit-to-pupil" ratio to eliminate downtime. Identify and replace aging equipment to ensure a safe and high-quality learning environment that meets current health and safety standards.	To ensure teachers have the exact tools needed to deliver the technical requirements of the curriculum. To improve the quality of gymnastics and indoor PE, allowing for more complex and safe movement. To ensure seamless transitions and hygiene (clean bibs) and maximize activity levels.	Digital portfolio for evidence. Feedback from teachers in relation to lesson execution.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: To promote physical activity through inspirational talk and school sporting event. (2,3,4,5)



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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)	<p>To raise the profile of physical activity by hosting a high-profile athlete or fitness professional to inspire pupils through first-hand accounts of perseverance, discipline, and the pursuit of excellence</p> <p>and To broaden pupil understanding of "Healthy Living" by connecting physical fitness with mental well-being, nutrition, and lifelong healthy habits through an expert-led whole-school engagement day.</p>	<p>Partner with organizations such as <i>Sports for Champions</i> to coordinate a professional athlete visit. This will be strategically timed to coincide with National School Sports Week to maximize the profile of healthy living through assemblies and high-energy workshops.</p> <p>Empower Sports leaders to design and lead "Expert-Inspired" daily challenges during breaktimes. This links the athlete's visit to daily habits, encouraging pupils to compete for personal bests in agility, speed, and coordination.</p> <p>Execute a Summer Term sports tournament using a "House Team" structure. Year 6 pupils will take on leadership roles (captains, officials, and scorekeepers) to manage multi-sport events including Football, Basketball, and Hockey, fostering a sense of healthy competition and school identity.</p>	<p>To provide a "wow factor" that connects physical effort with professional success and resilience.</p> <p>To develop leadership, communication, and organizational skills in the eldest cohort while increasing peer-to-peer engagement.</p> <p>To provide 100% of pupils with the opportunity to participate in structured, competitive inter-house sport.</p>	<p>Children questionnaire question out of school sports clubs. - improvement following assembly.</p> <p>Photographic evidence of event</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: To provide a more varied amount of sports for children. (1,4)



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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 broaden the school's sporting curriculum by introducing a diverse range of non-traditional and inclusive activities , ensuring that the physical activity offer appeals to all pupils regardless of their previous experience or sporting interests.	Collaborate with the Local Authority to identify coaching specialisms that complement but do not duplicate the existing curriculum (e.g., Boccia, Archery, Yoga, or specialized Dance). Assign expert-led coaching blocks to specific year groups for a half-term duration. This ensures a focused, high-impact "deep dive" into a new sport, rather than a one-off taster session. Utilize these expert-led sessions as a CPD opportunity for class teachers and TAs. Staff will "team-teach" alongside the professional coaches to acquire the technical knowledge needed to sustain the activity in future years.	To introduce pupils to diverse movement patterns and skills not currently covered by internal staff expertise. To ensure that the high-quality delivery continues after the external coach leaves, building long-term staff capacity.	Photographs and videos of lessons shared in PE on school drive.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: To subscribe to companies to support PE implementation in school. (3,4,5)



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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)	<p>To invest in professional memberships and sporting bodies that provide a strategic framework for high-quality PE, ensuring the school stays aligned with national standards and best practices.</p> <p>To establish formal partnerships with external sporting organizations that provide structured competitive pathways and inclusive opportunities, ensuring every child can represent the school at a local or regional level.</p>	<p>School to continue to embed <i>REAL PE</i> as the primary planning framework for all year groups. This ensures a clear, developmental "skills-progression" map across the school, providing non-specialist staff with high-quality lesson plans, videos, and assessment tools.</p> <p>Actively engage with the <i>Local Authority</i> CPD calendar. Prioritize training for staff in areas identified as "low confidence" (e.g., Gymnastics or Dance) and utilize their specialist coaches to model best practices during curriculum time.</p> <p>Coordinate with the Local Authority to secure entry into a diverse range of interschool competitions and inclusive festivals. This ensures that both "elite" athletes and "SEND/inactive" cohorts have structured opportunities to represent the school.</p>	<p>To ensure a high-quality, consistent PE offer for all pupils and to simplify the assessment of "Age Related Expectations."</p> <p>To increase the percentage of pupils participating in competitive sport and representing the school.</p> <p>To build long-term teaching capacity, ensuring the PE Premium spend has a lasting impact on staff skills.</p>	<p>Photos and pupil voice feedback of PE curriculum including outside coaches.</p> <p>Record the number of pupils who attend events.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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