

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



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:

- [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)

- 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	52% of pupils in year 6 cohort can swim competently and confidently over a distance of at least 25 metres. 32% of these can swim a distance of 50 metres.	We send two classes per week for a 30-minute session for a full term. Ideally, a 1-hour session we feel would increase the percentage therefore for the academic year 2025/26 we have ensured a 1-hour session a week for a full term.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	43% of pupils in year 6 cohort can effectively use a range of strokes.	Top-up swimming needed in year 6 during the summer term to target pupils to develop their range of strokes.
3. Perform safe self-rescue in different water-based situations	100% of pupils in year 6 cohort completed their safe-self rescue.	

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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>Through the staff audit, we could identify which staff members and areas of PE needed to be prioritised for further CPD. 2x staff members from year 4 and 5 received 5 weeks of team teaching sessions with a PE specialist from BSSP on key areas of PE they felt less confident on delivering. (Invasion games and Gymnastics). Feedback from staff shows an increased confidence in those key areas. This CPD can now be implemented in future years by staff, which will ensure a higher quality of PE teaching. 30/04/25 – PE subject leader carried out refresher training on the use of clear success criteria in PE lessons to ensure clear progress by all. Half-termly monitoring showed a more consistent use of clear success criteria in lessons, leading to better outcomes for children. Re-subscription to PE Passport has ensured consistent gathering of evidence by staff and key outcomes for each PE unit are assessed. Subject leader can monitor assessment regularly and an overall picture of progression in each year group is clearly accessible. PE passport will be accessed yearly to ensure sustainability.</p>	<p>Next steps – to monitor staff in their areas of development to ensure increased confidence leading to better outcomes for pupils. Support needed in the accurate assessment of outcomes in P.E therefore CPD for all staff on the accurate assessment of pupils in PE will also become a key priority.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>All teaching staff now trained on the use of energizer breaks throughout the school day. Training to be refreshed regularly to ensure sustainability. All teaching staff have mapped their current timetable and allocated times in the day when energizer breaks could be carried out. Pupil survey carried out painted a very positive picture from pupils on energizer breaks. Pupils said they felt re-energised and ready to learn, they helped their concentration and focus. From pupil survey, staff could see the positive impact this was having on pupils All teaching staff now implement regular energizer breaks every day and resources used to ensure consistency across school.</p>	<p>Limited playtime resources restricting options for physical activity during playtime and lunchtimes. Not all SEND and disadvantaged pupils as physically active as they could be. We will target this in the 2025/26 academic year through the instillation of permanent outdoor storage facilities for equipment and increasing resources based on pupil survey through school council.</p>

<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>We achieved the Gold award for the 2024-25 School Games mark for the third year running. All pupils in Years 3, 4 and 5 completed their Healthy Heads programme. Providing education on keeping a healthy mental wellbeing through physical education. PE lead continues to be an ambassador for increasing physical activity in the classroom setting providing training and resources for staff to implement changes. Sports news updated regularly on website and weekly newsletters promoting achievements for parents and the wider community.</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>Continued to provide four extra-curricular sport clubs a week for both EYFS, KS1 and KS2 pupils throughout the year through external providers, insuring equal opportunities for boys and girls football. 19 after school sports clubs have been provided this academic year across KS1 and KS2. 54% of Year 6 pupils have attended at least one after school sports club. 47% of Year 5 pupils have attended at least one after school sports club. 58% of Year 5 pupils have attended at least one after school sports club. 58% of Year 3 pupils have attended at least one after school sports club. 52% of Year 2 pupils have attended at least one after school sports club. 54% of Year 1 pupils have attended at least one after school sports club. 15 Year 5 and 6 girls attended an all girls' football after school club and went on to become semi-finalists in the local cup tournament.</p> <p>Continued to provide a Sports Week in conjunction with National school Sports Week. Pupils took part in a very broad range of sports activities including Lacrosse, Pentathlon, and Box fit, Glow dodgeball, Dance and many more. Children each day increased their physical activity levels by 1 hour. 37 Year 5 pupils completed their Level 2 Bikeability training. All pupils in EYFS completed their Tots on Tyres and Learn 2 ride sessions this year. Feedback from pupils and staff has been very positive. Delivered by our staff, the investments in bikes and staff training the previous have shown clear</p>	<p>We intend to increase our extra-curricular provision further and target our disadvantaged pupils and pupils who are currently disengaged from extra-curricular opportunities.</p>
<p>5. Increasing participation in competitive sport</p>	<p>32 events, festivals and competitions have been attended this academic year. 64% of pupils overall have attended at least one inter-school event or competition. 64% of SEND pupils represented school at one or more festival, or competition. 100% of pupils took part in competitive sport through our sports day and other sports sessions provided.</p>	<p>Disadvantaged pupils not always access events and competition, will aim to monitor and improve this in the next academic year.</p>

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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	Data will be inputted here at the end of the academic year 2025/26 for our current year 6 cohort.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



Aim	Why?	Key area	Supporting evidence
Monitor the implementation of PE across school, including EYFS, ensuring high standards and adaptation and challenge for all.	To ensure the effective teaching is in place across school that meets to needs of all pupils.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Whole school priority (SDP) To ensure sustainability of quality teaching.
Ensure effective assessment is in place which is carried out accurately and used to target next steps for pupils.	To ensure more accurate assessments of standards in PE across school.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Whole school priority (SDP) Inconsistencies in assessments identified in monitoring in 2024-25 Using assessments to guide future planning/priorities not always evident.
To continue to provide a varied enrichment and extra-curricular offer for all our pupils including access to competitive sport.	Continue to promote a love for physical activity and school sport and to increase participation in these areas.	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 Increasing participation in competitive sport	Just over 50% of our pupils are currently attending, we aim to increase this number by targeting our least active pupils.
Develop further lunchtime and playtime provision to increase activity for least active groups.	To engage more of our least active pupils and increase their activity levels and playtimes and lunchtimes.	Increasing engagement of all pupils in regular physical activity and sporting activities	Monitoring of playtime and lunchtime activity has shown key pupil groups who are not engaging in the current activities on offer.
To further increase physical activity levels in the classroom setting targeting maths starters.	To reduce sedentary time in or classrooms.	Increasing engagement of all pupils in regular physical activity and sporting activities	Heat mapping identifies high amounts of sedentary time in classrooms. This aim would provide the next step in reducing sedentary time in the classroom.
To improve pupil outcomes in swimming ensuring an increase in the percentage of pupils achieving the national standards expected at the end of year 6.	To increase the percentage of year 6 pupils achieving national standards in swimming.	Raising the profile of PE and sport across the school, to support whole school improvement	Outcomes for last year 6 cohort were relatively low with only 53% of pupils able to swim at least 25 metres competently. We aim to improve this through top-up swimming.

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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)

Objective 1:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Monitor the implementation of PE across school, including EYFS, ensuring high standards, adaptation, and Challenge for all.	<p>To provide the following CPD based on staff confidence survey and monitoring:</p> <ul style="list-style-type: none"> • Teachers new to Year 2- KS1 PE Scheme of Work course. • Teachers new to Year 4 – KS2 PE Scheme of Work course • Year 1 teacher – KS1 Gymnastics Scheme of Work course. • Years 3 and 4 teachers – KS2 Gymnastics scheme of work course • Year 1 teachers – KS1 Dance Scheme of work course • Year 4 and 5 teacher – KS2 Dance Scheme of work course. • Team teaching (4-week blocks) in the following areas – Year 1 gymnastics, Year 3/4 invasion games and year 4 striking and fielding. <p>PE specialists from BSSP to deliver training on providing challenge for all in lessons with practical examples that can then be implemented by staff and monitored by PE lead.</p> <p>Regularly monitor the implementation of the curriculum through Lesson walk throughs and Pupil Discussions.</p>	<p>Teachers to have increased confidence in the delivery of the areas of PE they identified as areas for development.</p> <p>Challenge for all to be more evident in lessons across all year groups.</p> <p>Staff to have more confidence in adapting lesson plans to meet the needs to their pupils leading to good progress for all pupils.</p> <p>Monitoring to show the teaching of PE is at least 'good'.</p>	<p>Teacher CPD feedback forms</p> <p>Monitoring of lessons show 'good' teaching and well-planned and demonstrated challenge for all.</p> <p>Training and strategies provided around challenge for all implemented in lessons.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (ongoing)				<p>CPD courses: £600</p> <p>Monitoring release: £300</p>

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	Ensure effective assessment is in place that is carried out accurately and used to target next steps for pupils.	<p>Nov 2025 – refresher training for year 1 and 2 teacher on the use of their FMS baselines to help them in targeting key FMS to target as next steps for pupils in their lessons.</p> <p>Dec 2025 – PE lead to provide training on the use of video evidencing and key outcomes to ensure more accurate assessment of pupils using PE passport.</p> <p>Spring term – PE Teaching and Learning Consultant to deliver staff training to support staff in identifying what ‘on track’ and ‘deeper learning’ looks like in PE with the aim of helping staff make better judgements on pupil attainment in PE.</p> <p>Half-termly monitoring of teaching assessments to ensure accurate assessments. Support/feedback to be provided for staff.</p>	<p>KS1 teachers adapting their FMS unit plans to target specific groups of children who need to develop a FMS leading to good progress when the pupils are re-assessed in the summer term.</p> <p>All KS1 and KS2 teaching staff completing more accurate assessments of their pupils through careful and considered completion of unit outcomes based on video evidence.</p> <p>An increased understanding of what ‘expected standard’ looks like in the different areas of PE for their year group.</p>	<p>Outcomes and assessments completed by teaching staff on PE passport.</p> <p>Video evidence demonstrating pupil standards that match their outcomes and assessment.</p> <p>Evidence gathered from Pupil discussions of pupils assessed as ‘on track’ or ‘greater depth’.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (ongoing)				<p>Training from learning consultant - £250</p> <p>Access to PE Passport subscription: £500</p> <p>PE iPad: £250</p>

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	<p>Develop further lunchtime and playtime provision to increase activity for least active groups.</p> <p>To further increase physical activity levels in the classroom setting targeting maths starters.</p>	<p>Train year 6 sports leaders to deliver games and activities on the KS1 yard targeting least active pupils.</p> <p>Midday supervisor training, Staff CDP to develop their understanding of games and play,</p> <p>Improve access to a range of equipment and resources with the instillation of all weather containers to house equipment on the KS1 and KS2 yards.</p> <p>Carry out pupil voice through the school council to understand what pupils want as part of their outdoor provision.</p> <p>Provide a range of playtime equipment that caters for all and train staff and pupils on how to use and ways these can be set up in zones on the playgrounds.</p> <p>Spring term - Move and Learn team to deliver training for class teachers on ways physical activity can be used in a maths context providing many practical examples that can then be implemented and developed further in the classroom.</p> <p>PE coordinator to lead and further embed this and monitor regularly. Provide resources needed in each class to support the delivery of these activities.</p> <p>EYFS staff to attend 'Move to Thrive' conference to inspire and gain ideas of implementing movement into learning.</p>	<p>A confident and competent group of sports leaders that take initiative and create a more active and inclusive playground for KS1 pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A more active playground that meets the needs of all pupils especially SEND, least active and girls. Classrooms across school implementing more active maths starters regularly throughout the week.</p>	<p>Pupil 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 on physically active maths starters – monitoring feedback.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				<p>Outdoor storage - £3000</p> <p>Playtime Equipment - £2000</p> <p>Training for midday staff - £300</p> <p>Move and Learn training - £400</p> <p>EYFS course: £496</p>

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 continue to provide a varied enrichment and extra-curricular offer for all our pupils including access to competitive sport.	<p>Provide a structured half-termly timetable of extra-curricular sports activities with at least 3 sessions available each half term.</p> <p>Every year group to be able to sign up to an after school club at least once every term.</p> <p>Carry out a pupil voice survey to find out what our least active pupils would like to be offered as part of our extra-curricular activities, particularly girls.</p> <p>Continue to access the BSSP events and competition programme. Enter all SEND events and competitions that target our least active pupils.</p> <p>Enter the girls' football competitions and events.</p> <p>Continue to provide a whole school 'Sports Week' in line with National School Sports Week – July 6th – 12th.</p> <p>As part of the week, provide a range of enrichment opportunities for all pupils through a wide variety of sports and activities provided by outside agencies.</p>	<p>Participation data to show an increase in pupils attending extra-curricular clubs compared to last academic year.</p> <p>Tailored extra-curricular offer from pupil voice to lead to an increase in pupil participation, particularly least active children.</p> <p>The majority of SEND pupils have represented school at an event, festival or competition.</p>	<p>Participation data on PE passport linked to extra-curricular activities and events/competitions.</p> <p>Data from registers</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				<p>Extra-curricular clubs: £1500</p> <p>Enrichment opportunities for Sports week: £2000</p> <p>BSSP buy-in: £4500</p>

Your Objective:



association for
PHYSICAL EDUCATION



	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 pupil outcomes in swimming ensuring an increase in the percentage of pupils achieving the national standards expected at the end of year 6.	<p>In the summer term, provide top-up swimming for our year 6 pupils (2025-26 cohort) who have not yet met the national standard of swimming at least 25 metres confidently and competently.</p> <p>Year 3 teachers to attend the ‘Everything you need to know about School Swimming’ course delivered by the PE teaching and learning consultant. The course will help our teachers attending swimming gain a better understanding of swimming programme of study and water safety and how to adapt lessons to meet the needs of the children. This is with a view to the teachers having the confidence to teach a group while at swimming lessons so instructors can priorities those less confident.</p>	<p>A greater percentage of our current year 6 cohort meeting the national standard for swimming at the end of year 6.</p> <p>Year 3 teachers confident in delivering swimming to a small group and having a much better understanding of the swimming programme of study.</p>	<p>Data gathered from school swimming lessons and assessments from the top-up swimming sessions.</p> <p>Teacher feedback from training and pupils progress in swimming in year 3. Data gathered on Swimphony.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				<p>Top-up swimming sessions: £800</p> <p>CPD: £424</p>

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