



PE and sport premium monitoring and tracking form 2025/2026



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Department
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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	All children in Years 3 and 5 received 6 weeks of swimming lessons. By the end of Year 5 in the academic year 24/25 - 69% of pupils could swim 25m. This was an increase from 44% when they ended their swimming lessons in Year 3..	The Year 5 pupils did not quite achieve the national average of 70-73%. The school have signed up to a new scheme where by pupil premium pupils with minimum swim confidence can obtain several weeks of free swimming lessons or a holiday crash course to reach the 25m target at their local sports village.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	69% of pupils could use a range of strokes effectively.	The Year 5 pupils did not quite achieve the national average of 70-73%.
3. Perform safe self-rescue in different water-based situations	71% of pupils can perform a self rescue at the end of the Year 5 block of swimming lessons.	29% of pupils did not manage to float without an aid. Pupils will be allocated more time for this in future lessons and a water safety visit assembly is booked in for spring/summer.

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>Staff benefited from having Get Set scheme of work for PE to follow. Consistency through the use of slides for the delivery of PE lessons. Owen Batchelor came into school to provide CPD for staff around cricket. Support provided for ECT in school.</p>	<p>Not enough observations of staff teaching PE were done due to time constraints.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<p>New equipment bought for lunchtimes to promote engagement in sporting activities.</p>	<p>No after school clubs took place during this academic year.</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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	We had workshops with the world's tallest basketball player. Whole school beach walk. Sports Days for every year group. Subsidised outdoor adventure residential.	Add text here
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	PE curriculum reviewed to ensure a range of sporting activities are offered on the curriculum. Lunchtime sporting provision increased. Year 5 Bikeability funded through Sports Premium. Year 3 and 6 outdoor adventure residential subsidised through sports premium and offered at 50% of the cost for Pupil Premium pupils. Extra Swimming lessons provided for pupils in Year 5.	After school clubs did not take place during this academic year.
5. Increasing participation in competitive sport	Sports Days held for all year groups. Cross country races promoted to parents.	The school did not enter any inter school competitions due to the cost of transport and staffing constraints.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*

<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	62% of pupils in Year 5 2025/2026 can swim 25 metres	The Year 5 pupils did not quite achieve the national average of 70-73%. The school have signed up to a new scheme where by pupil premium pupils with minimum swim confidence can obtain several weeks of free swimming lessons or a holiday crash course to reach the 25m target at their local sports village.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	59% of pupils in Year 5 2025/2026 can swim 25 metres using a range of strokes.	The Year 5 pupils did not quite achieve the national average of 70-73%.
3. Perform safe self-rescue in different water-based situations	79% of pupils in Year 5 2025/2026 can swim 25 metres	21% of pupils did not manage to float without an aid. Pupils will be allocated more time for this in future lessons and a water safety visit assembly is booked in for spring/summer.

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

Plan, monitor and evaluate (2025/2026)



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Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your objective: To continue to develop breaktime provision to engage all pupils in sporting activities



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Throughout the academic year of 2024/2025 we introduced a range of new equipment for lunchtimes. We would like to continue to develop this, this academic year, with a particular focus on provision for SEN pupils.	Use Sports Premium funding to purchase new equipment. Pupil voice to find out what pupils would like.	Engagement of all pupils in sporting activities at break and lunchtimes to ensure they are getting their 60 active minutes a day. Improvement in behaviour across the school due to engagement in activities. Improved attendance as pupils want to be at school.	Add text here
	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 improve the quality of teaching of the PE curriculum



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor (Complete now and monitor)</p>	<p>To ensure all pupils are receiving the correct amount of PE teaching contact time and lessons are progressive.</p> <p>To develop staff delivery skills and confidence.</p>	<p>I will create a PE lesson tracker for teachers to record when they have completed a lesson so I can monitor PE contact time. Lesson plans and photo/video evidence will be held here.</p> <p>Share the STEP principle Step, Task, Equipment, People to adapt lessons. Also to observe, support and evaluate staff delivery and allow staff to observe the PE lead.</p>	<p>Pupils will experience improved knowledge, emotional outcomes and skill development. The sequenced lessons will provide the key prior knowledge needed to support new learning. Cover teachers will be able to cover the correct lesson with the information to hand.</p> <p>Increased confidence and knowledge to help pupils meet the success criteria. To also adapt a lesson to meet the individual needs of their class.</p>	<p>PE Lesson Tracker Document</p> <p>PE delivery support</p> <p>January 14th - LH observed SH Y5 gymnastics.</p>
	<p>What impact have you seen?</p>	<p>Are the improvements sustainable? How?</p>	<p>Supporting evidence</p>	<p>Approx. cost</p>
<p>Evaluate (Complete in July)</p>	<p>Add text here</p>	<p>Add text here</p>	<p>Add text here</p>	<p>Add text here</p>

Your objective: To increase the number of after school sporting activities



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor (Complete now and monitor)</p>	<p>To reinstate provision of a range of after school sporting clubs.</p>	<p>Contact providers of after school sporting clubs in the area and aim to introduce a range of sporting clubs throughout the year. Subsidise clubs for parents through the use of Sports Premium funding to make them accessible to more pupils.</p>	<p>Increase of sporting activities available to pupils. Links to external sporting clubs for children to engage with during the school holidays.</p>	<p>Add text here</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<p>Evaluate (Complete in July)</p>	<p>Introduction of: - Nigel Carson Football - TA Dance - Golf - Jay's Cycling - Fundamental movement</p>	<p>Add text here</p>	<p>Add text here</p>	<p>Add text here</p>

Your objective: To promote active travel to school



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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)	For more pupils to travel to school by walking, cycling, scooters. Therefore increasing activity levels which is proven to have a positive impact on their readiness to learn.	Bikeability funded through sports premium. After school cycling club to develop cycling clubs. Active travel reward system to be introduced in the Spring term. Increase pupil and parent awareness of the positives of walking/cycling to school. Set up Park and Stride with Tesco.	Increase in pupils not travelling to school by car. Decrease in traffic congestion around school.	Add text here
	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:



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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)	Add text here	Add text here	Add text here	Add text here
	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