

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

Commissioned by



Department
for Education

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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	65% of pupils in year 6 can swim 25 metres. Evidenced based on the swimming cards completed by swim teachers at the Leisure Centre. All evidence based on skills showcased during lessons.	We want this data to be 80-100%. Evidenced based on the swimming cards completed by swim teachers at the Leisure Centre. All evidence based on skills showcased during lessons.
2. Use a range of strokes effectively (for example, front crawl, backstroke, breaststroke and butterfly)	70% of pupils in year 6 can use a range of strokes effectively (at least 3 out of 4) Evidenced based on the swimming cards completed by swim teachers at the Leisure Centre. All evidence based on skills showcased during lessons.	We want this data to be 85% or higher Evidenced based on the swimming cards completed by swim teachers at the Leisure Centre. All evidence based on skills showcased during lessons.
3. Perform safe self-rescue in different water-based situations	80% of pupils in year 6 can perform safe self-rescues. Evidenced based on the swimming cards completed by swim teachers at the Leisure Centre. All evidence based on skills showcased during lessons.	We want this data to be 90% or higher. Evidenced based on the swimming cards completed by swim teachers at the Leisure Centre. All evidence based on skills showcased during lessons.

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	Staff confidence in teaching PE increased over the course of the year, with 85% of staff reporting that they felt more confident delivering PE lessons following CPD and training opportunities. Lesson observations showed that 90% of PE lessons included effective adaptive teaching strategies and appropriate levels of challenge for pupils. Staff feedback also highlighted improved subject knowledge and a greater willingness to deliver a wider range of sporting activities. The increased confidence of staff contributed to improved pupil engagement and participation in PE lessons. Monitoring indicated that 95% of pupils were actively engaged in PE lessons, and teachers reported feeling better equipped to meet the needs of all learners, including those requiring additional support.	Although CPD was beneficial, 15% of staff still reported needing further support in specific areas of PE, particularly when teaching less familiar sports and activities. Due to competing school priorities and staff absence, not all planned training opportunities were attended by every member of staff. In addition, opportunities for follow-up coaching and peer observations were more limited than originally planned. Only 70% of staff accessed additional coaching or mentoring opportunities, meaning some staff had fewer opportunities to embed and refine their practice following initial training.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Efforts to increase engagement in physical activity were largely successful, with 95% of pupils actively participating in PE lessons throughout the year. In addition, 56% of KS2 pupils attended at least one sporting event, providing opportunities for a wide range of children to experience competition and represent the school. Teachers reported improved attitudes towards PE, with more pupils demonstrating enthusiasm, confidence and a willingness to try new activities. The wider range of sporting opportunities also helped pupils discover new interests and strengths. Pupil voice indicated that the majority of children enjoyed participating in PE and valued the opportunity to take part in different sports. Staff observed increased engagement from pupils who had previously been less confident in physical activity, contributing to a more positive sporting culture across the school.	Although participation in PE lessons remained high, attendance at extracurricular sports clubs was lower than anticipated. Despite efforts to promote clubs, uptake was inconsistent across the year, meaning that some pupils did not engage in additional sporting activities beyond curriculum PE. There was also a variation in participation between year groups and pupil groups, with some children attending multiple events while others remained less involved. Further work is needed to identify and address barriers to participation to ensure that an even greater proportion of pupils engage regularly in physical activity and sporting opportunities both during and beyond the school day.

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	The profile of PE and sport continued to grow across the school, culminating in the achievement of the Platinum School Games Mark, building on the previous Gold award. This reflects the school's strong commitment to providing high-quality PE and a wide range of sporting opportunities. In addition, 56% of KS2 pupils attended at least one sporting event, increasing pupil engagement and representation in school sport.	Although the school achieved Platinum status, participation in extracurricular sports clubs was lower than expected, meaning not all pupils accessed sporting opportunities beyond PE lessons. There was also some variation in participation, with some pupils attending multiple events while others remained less involved. Further work is needed to increase participation across all pupil groups.
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	The school successfully provided pupils with access to a broader range of sports and physical activities through PE lessons, competitions and sporting events. This helped pupils discover new interests and strengths while encouraging wider participation. 56% of KS2 pupils attended at least one sporting event, ensuring that a significant number of children had the opportunity to represent the school and experience different sports. Opportunities were promoted equally to boys and girls, resulting in strong participation across both groups. Staff observed increased confidence and engagement from pupils, with 95% of pupils actively participating in PE lessons and demonstrating positive attitudes towards physical activity.	Although a wider range of sports was offered, participation in extracurricular clubs was lower than expected, limiting opportunities for some pupils to engage in additional physical activity beyond curriculum PE. Some clubs attracted a smaller number of pupils, reducing the overall impact of the provision. There was also some variation in participation levels, with certain pupils attending multiple events while others were less involved. Further work is needed to increase engagement in clubs and ensure all pupils have equal opportunities to access the full range of sporting activities available.
5. Increasing participation in competitive sport	Participation in competitive sport increased throughout the year, with 56% of KS2 pupils attending at least one sporting event. Pupils had opportunities to take part in a range of festivals, competitions and inter-school events, allowing a wider group of children to represent the school. Staff observed increased confidence, resilience and enthusiasm when pupils competed against other schools, and many pupils showed a willingness to participate in future events. The school's commitment to competitive sport also contributed to achieving the Platinum School Games Mark, recognising the breadth of opportunities provided. Pupil feedback indicated that children enjoyed representing the school and valued the opportunity to compete in different sporting activities.	Although participation in competitions increased, some pupils attended multiple events while others did not access any competitive opportunities. This meant participation was not yet fully representative across all year groups and pupil groups. In addition, attendance at extracurricular sports clubs was lower than anticipated, limiting opportunities for some pupils to further develop the skills and confidence needed to participate in competitive sport. Further work is needed to increase club participation and broaden the number of pupils engaging in competitions.

Aims for the next academic year (2026/2027)



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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 25m	At the end of year 4, 60% of children are able to swim 25m confidently.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6. More swimming lessons to be provided to those who are not meeting the necessary targets.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 4, 70% of pupils could use a range of strokes effectively over a distance of 10m or more.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6. More swimming lessons to be provided to those who are not meeting the necessary targets.
3. Perform safe self-rescue in different water-based situations	At the end of year 4, 64% of pupils could perform a safe self-rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6. Ensure targets are tracked every year whilst swimming to allow safety guidelines to be met. More lessons and awareness provided to those who may not have met this target.

Aim	Why?	Key Area	Supporting evidence
Increase pupil voice in shaping PE and sport provision. Regularly gather pupil feedback to inform the range of sports, clubs and competitions offered, ensuring provision reflects pupils' interests and encourages greater engagement in physical activity.	To ensure that PE, clubs and competitions reflect pupils' interests and needs, increasing engagement, participation and enjoyment in physical activity.	Key indicator 2 Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil voice surveys and questionnaires. Feedback collected through School Council or Sports Leaders meetings. Increased participation in clubs, competitions and sporting events.
Improve the personal development benefits of PE. Embed opportunities within PE and sport to develop resilience, teamwork, communication and leadership skills, helping pupils to apply these qualities across the wider curriculum and school life.	To develop pupils' resilience, teamwork, communication and leadership skills through PE and sport, enabling them to apply these skills across school and in everyday life.	Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	Pupil voice demonstrating increased confidence, resilience and teamwork. Staff observations showing pupils working collaboratively and taking on leadership roles. Participation in Sports Leader or playground leader opportunities.
Develop pupil leadership in sport and physical activity. Create opportunities for pupils to take on leadership roles, such as Sports Leaders and playground leaders, to promote physical activity and positive sporting behaviours across the school.	To develop pupil leadership skills and confidence through sport and physical activity, enabling pupils to promote positive sporting behaviours and encourage participation across the school.	Key indicator 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	Staff observations of pupils leading activities and supporting younger children. Increased participation in playground activities and physical activity opportunities. Records of leadership roles undertaken by pupils throughout the year. Feedback from pupils and staff on the impact of pupil leadership initiatives.

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: Ensure adaptations are confidently embedded within 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
Plan and monitor (Complete now and monitor)	Adaptations in PE across all lessons.	Provide high-quality CPD opportunities for all staff delivering PE to develop their confidence, subject knowledge and understanding of adaptive teaching strategies. Training will focus on effective lesson modification prior to delivery through planning, differentiation and assessment information, as well as in-the-moment adaptations to meet the needs of individuals and groups during lessons. Staff will have access to modelling, coaching, team teaching, external CPD providers and best-practice sharing opportunities. Regular monitoring and feedback will ensure strategies are embedded consistently, enabling all pupils, including those with SEND and less confident learners, to fully access and succeed in PE lessons.	Most staff are currently confident in adapting PE lessons (70%) to meet the needs of all pupils and can make effective adjustments both during planning and throughout lessons. We are hoping to see this rise to 85% once all staff have received thorough and proper training to improve confidence in teaching practices. PE lessons are consistently inclusive, ensuring that all pupils can access learning, participate fully and experience appropriate levels of challenge. Current lesson observations show this is the case in the majority of lessons however our target is to reach a minimum of 85% . Pupils demonstrate positive attitudes towards PE, engage actively in lessons and develop greater confidence in their physical abilities. Current pupil voice survey show that 80% of children feel they are actively engaged consistently throughout PE lessons. This is a statistic we are looking to rise to 90% with embedding adaptations into teaching. Adaptive teaching is embedded across the school, leading to high-quality PE provision that supports the progress and success of all learners.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	Staff confidence in adapting PE lessons has increased, with 85% of staff reporting greater confidence in using adaptive	Regular sharing of good practice through staff meetings and coaching. Ongoing lesson monitoring to identify further training needs. Adaptation	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.	£1500 CPD opportunities given to staff via the School

Your objective: Encourage participation across a variety of 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)	Offering a range of different sports to the children through clubs.	Provide pupils with access to a broad range of sports and physical activities through PE lessons, clubs, competitions and enrichment opportunities. This will include both traditional and alternative sports, giving pupils the chance to experience new activities and develop a wider range of skills. Exposure to a variety of sports will help pupils discover new strengths, interests and talents, while building confidence, resilience and enjoyment of physical activity. Opportunities to take part in festivals, competitions and extracurricular clubs will further encourage participation and promote lifelong engagement in sport and physical activity.	Pupils develop a greater enjoyment of PE and are willing to try new sports and physical activities. Pupils discover new strengths, interests and talents through participation in a wider range of sporting opportunities and given the opportunity to pursue new interests. Pupils show increased confidence, resilience and motivation when taking part in PE lessons, clubs and competitions. More pupils engage regularly in physical activity and develop positive attitudes towards maintaining an active and healthy lifestyle. Pupils are inspired to continue participating in sport both within and beyond the school setting.	We will track the different children attending the clubs. We will gain pupil voice during and after sporting events to see how they feel. We will continue to provide different opportunities for different children.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have responded positively to the wider range of sporting opportunities on offer and are showing greater enthusiasm for PE lessons and sporting events. While attendance at extracurricular sports clubs was lower than anticipated, 56% of KS2 pupils participated in at least one sporting event during the year. This has enabled more children to experience	A broad range of sports will remain part of the PE curriculum. Links with local sports providers will continue to offer varied sporting opportunities. Pupil voice will help shape future activities and events. Staff CPD will ensure a wide range of sports can continue to be delivered effectively. Regular sporting events will continue to provide opportunities for pupils to discover new strengths and interests.	A broad range of sports will continue to be delivered through the PE curriculum. Links with local providers will help maintain access to different sporting opportunities. Pupil voice will inform future activities and events. Staff CPD will support the ongoing delivery of a varied PE offer. Sporting events and competitions will continue to give pupils opportunities to discover new strengths and interests.	£900 for equipment to provide extracurricular clubs Total - £900

Your objective: Develop competition



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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 successfully encourage resilience through children ready for inter-school competitions leading to better preparation for intra-school competitions.	To provide resilience support for pupils attending sporting competitions, helping them to build confidence, cope with setbacks and demonstrate positive sportsmanship when representing the school.	Pupils demonstrate increased resilience when taking part in sporting competitions and respond positively to both success and setbacks. Pupils show greater confidence when representing the school and display positive sportsmanship throughout events. Pupils understand the importance of perseverance, teamwork and effort, enabling them to approach competitions with a positive attitude and growth mindset.	.Staff observations to indicate the resilience from the children. Increased willingness from a range of pupils and logging which children attend the events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Following the resilience interventions, pupils have shown increased confidence when representing the school at sporting events. 92% of pupils reported feeling more prepared for competitions, while 85% demonstrated positive sportsmanship and resilience when faced with challenges or setbacks. In addition, 90% of pupils stated that they would be willing to participate in future competitions , with staff observing improved confidence, perseverance and teamwork throughout sporting events.	Resilience support can be built into the preparation for all future sporting events and competitions. Staff can continue to reinforce key messages around perseverance, teamwork and sportsmanship through PE lessons and competition debriefs. Pupils who have developed these skills can apply them across a range of sporting and wider school experiences, helping to embed resilience as part of the school's sporting culture.	Pupil voice surveys showing increased confidence before and after competitions. Staff observations recording positive sportsmanship, resilience and teamwork at events. Pupil reflection forms demonstrating how children have overcome challenges and setbacks. Increased numbers of pupils volunteering to attend future competitions.	£0

Your objective: Strive to ensure all pupils meet the minimum requirement in swimming.



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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 pupils' swimming ability, confidence and water safety knowledge through extended swimming provision.	We will provide children with longer sessions within swimming. This will enable them to develop their swimming confidence, their ability and the techniques needed to perform while in the pool. The children will develop their own ability to be safe in the water and be competent.	Pupils demonstrate increased confidence and competence in the water, enabling them to participate fully in swimming lessons and make progress in their swimming ability. Pupils develop stronger swimming techniques and are able to swim greater distances with improved control and efficiency. Pupils have a secure understanding of water safety and can apply this knowledge appropriately in and around water environments. More pupils achieve the expected national swimming outcomes by the end of Key Stage 2, becoming safe, confident and proficient swimmers.	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Extended swimming sessions have had a positive impact on pupils' confidence and competence in the water. As a result, 80% of Year 6 pupils successfully achieved the national expectation of swimming 25 metres , demonstrating improved swimming ability and technique. Staff have also observed increased confidence, greater participation in lessons and a	This improvement is sustainable because extended swimming sessions can remain part of the school's swimming programme each year. Regular assessment of pupils' swimming ability will help identify those who need additional support, ensuring teaching is targeted effectively. Strong links with swimming providers and continued investment in swimming provision will enable future cohorts to benefit from the same opportunities, helping more pupils meet the expected standard and	Swimming assessment reports and data.	£1030 - support for children in receipt of pupil premium

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