

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](#)

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*

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*

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	84% The majority of pupils successfully achieved the expected standard, with 84% able to swim competently, confidently and proficiently over a distance of at least 25 metres. Pupils demonstrated improved confidence and stamina in the water, benefiting from high-quality swimming instruction and regular opportunities to develop their skills. Most children made good progress throughout the programme, showing increased independence and resilience when completing longer distances. The positive attitude and commitment shown by pupils contributed to strong outcomes, with the majority leaving primary school equipped with an important life skill that supports their safety and participation in physical activity.	We attended swimming lessons for half a term. This amounted to 7 swimming lessons in total. All KS2 pupils have the opportunity to attend swimming lessons for half a term each year from Y3 onwards. Top up swimming necessary next year, following a baseline assessment of year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	A total of 81% of pupils successfully demonstrated the ability to use a range of swimming strokes effectively, including front crawl, backstroke and breaststroke. Pupils showed increasing confidence and competence across different techniques, applying the correct stroke patterns, breathing techniques and body positions. Regular swimming lessons and high-quality instruction enabled the majority of children to refine their skills and make strong progress throughout the programme. As a result, most pupils left primary school with the ability to swim using a variety of strokes, providing a strong foundation for lifelong participation in swimming and other water-based activities.	A few pupils who were able to swim 25 metres were not confident in all strokes and could only swim on their front. This is why this percentage is lower. Top up swimming necessary following a baseline assessment of year 6.
3. Perform safe self-rescue in different water-based situations	48% of pupils successfully demonstrated the ability to perform safe self-rescue in different water-based situations. Those pupils who achieved this objective showed an understanding of water safety, including how to respond calmly in challenging situations, use appropriate techniques and make safe decisions in the water. Swimming provision has continued to prioritise the importance of water confidence and safety skills, ensuring pupils understand how to keep themselves and others safe around water. The progress made highlights the value of continued opportunities to practise self-rescue skills alongside developing swimming ability, helping children build confidence and awareness of how to respond effectively in different scenarios.	The pupils who were not proficient in a range of strokes worked on achieving confident swimming in all strokes before they were able to complete the self-rescue activities, so did not achieve this.

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: 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.



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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 develop staff confidence, knowledge and expertise in teaching PE through high-quality CPD, enabling consistently effective and inclusive PE lessons across the school.	This objective will be achieved through a programme of high-quality CPD tailored to the needs of staff. Teachers will benefit from team teaching, mentoring and coaching alongside specialist PE coaches, as well as opportunities to observe high-quality PE lessons and share effective practice with colleagues. Staff voice questionnaires will be used to identify areas for development and ensure that professional support is targeted appropriately. Staff will have access to up-to-date PE planning, resources and assessment materials to support effective teaching. The quality of PE provision will be monitored through lesson observations, learning walks and staff feedback, enabling ongoing development and improvement. New members of staff will also receive PE induction and continued coaching to ensure they are confident in delivering high-quality physical education from the outset.	The impact of this priority will be increased staff confidence, knowledge and expertise in delivering high-quality PE and school sport. Through targeted professional development, mentoring and support, teachers will be equipped to plan and deliver engaging, inclusive and progressive PE lessons that meet the needs of all pupils. As a result, children will develop greater physical competence, confidence and enjoyment of physical activity, leading to higher levels of participation, improved progress and positive attitudes towards healthy, active lifestyles. The increased expertise of staff will also ensure that high-quality PE provision is sustainable, benefiting both current and future pupils.	Staff voice questionnaires, lesson observations, learning walks and subject leader monitoring will demonstrate increased confidence and improved teaching practice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence and subject knowledge have increased through high-quality CPD, mentoring and support from specialist coaches, resulting in more consistent and effective PE teaching across the school. Teachers are now better equipped to plan and deliver engaging, inclusive and progressive lessons that meet the needs of all pupils. Lesson observations and staff feedback demonstrate improved teaching practice, while pupil voice highlights increased enjoyment, confidence and participation in PE. As a result, pupils have developed their physical skills, understanding and enthusiasm for physical activity. The expertise gained by staff has	Yes, the improvements are sustainable because the focus has been on developing the confidence, knowledge and expertise of school staff rather than relying solely on external providers. Through ongoing CPD, mentoring, team teaching and access to high-quality planning and resources, teachers have developed the skills needed to deliver effective PE lessons independently. Good practice has been embedded through lesson observations, staff collaboration and the sharing of successful teaching strategies. New members of staff will continue to receive induction and coaching, ensuring that high standards are maintained.	Supporting evidence includes staff voice questionnaires demonstrating increased confidence and subject knowledge before and after CPD, lesson observations and learning walks showing improvements in the quality of PE teaching, and mentoring records from specialist coaches. Improvement in School Games Mark we are now a GOLD SCHOOL	APPROX. £7,845

Your objective: 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



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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 provide all pupils with access to a broad, balanced and inclusive range of sports and physical activities, ensuring equal opportunities for boys and girls to participate, develop new skills and discover activities they enjoy, fostering lifelong participation in physical activity.	This will be achieved by offering a diverse programme of PE lessons, extracurricular clubs, competitions and enrichment opportunities that introduce pupils to a wide range of sports and physical activities. The school will ensure equal access for boys and girls by monitoring participation, identifying barriers to engagement and providing targeted opportunities where needed. Pupil voice will be used to shape club provision, while partnerships with local sports clubs and specialist coaches will broaden the experiences available. Inclusive activities will be planned to ensure all pupils, regardless of ability or background, can participate and achieve success.	We hope to see all pupils actively participating in a broader range of sports and physical activities, both during curriculum PE lessons and at playtimes, lunchtimes and extracurricular clubs. Through the Active Play Heroes programme, we aim to increase participation across the school, ensuring that boys and girls have equal opportunities to engage in enjoyable and inclusive activities. We hope pupils will develop greater confidence, resilience and teamwork, while discovering new sports and activities they enjoy. Ultimately, we want to foster a positive culture of physical activity where every child feels included, remains active throughout the school day and develops healthy habits that will continue beyond primary school.	-Participation Numbers -Pupil Survey -Staff Survey
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The impact of this priority will be that all pupils have access to a wider range of sports and physical activities, enabling them to develop new skills, build confidence and discover activities they enjoy. Through the Active Play Heroes programme and an increased variety of clubs, competitions and playground activities, participation in physical activity will increase for both boys and girls. Pupils will become more	The impact of this priority is sustainable because active play and participation in sport have been embedded into the culture of the school. The Active Play Heroes programme will continue to develop pupil leadership by training new groups of children each year to promote and lead activities during playtimes and lunchtimes. Staff will continue to use pupil voice, participation data and monitoring to adapt provision and ensure activities remain inclusive and engaging for all pupils. The development of a broad PE curriculum, will ensure children continue to experience a	-School Games Mark GOLD -Playground monitoring -Pupil Voice -Adapted provision -Broad curriculum	APPROX- £1,025 Equipment £3,800 Clubs