



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	72% of children can swim 25 meters competently and confidently as per the data collected by the swimming teacher.	28% of children did not meet their target as per the data collected by the swimming teacher. Attendance at swimming lessons needed improving for some children Some children were not bringing in their kit.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	72% of children can use a range of strokes effectively as per the data collected by the swimming teacher.	28% of the children did not meet their target as per the data collected by the swimming teacher.
3. Perform safe self-rescue in different water-based situations	85% of children can perform safe self-rescue in different water-based situations as per the data collected by the swimming teacher.	15% of children did not meet their target as per the data collected by the swimming teacher.

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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff surveyed to focus on areas for development. Areas identified targeted through CPD with coaches. Survey conducted after sessions indicated rising confidence and competence. Pupil voice indicated staff delivered high quality PE sessions that were engaging, fair and well thought out. PE curriculum lead attended training sessions and disseminated information to staff.	There are still gaps in confidence levels and staff changes mean that new CPD always needs to be considered.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All children offered active breaktimes with the use of sports leaders. Fitness coaches support lunch times twice a week. Membership of sports network has enabled many children to have opportunities in competitions and events. Every child in KS1 has taken part in an event by the network, children in year 3 have taken part in character award which is a range of team sports and all children in years 4-6 have taken part in sporting events organized by the network. Children in EYFS have regular physical activity as part of the focus on the prime areas of learning.	Not all pupils are active for 60 minutes a day 7 days a week. This is outlined on the Koboca survey that the children completed at the start of the year.

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	Culture of physical literacy embedded in school culture. PE achievements celebrated in school through assemblies and awards. Inspirational athletes visits to inspire children and athletes studied. Staff fully aware of the links between positive attitudes to healthy lifestyles and mental well being. Pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.	Not all pupils are active for 60 minutes a day 7 days a week. There is still a small number of children (as per Koboca survey) that are not accessing sports outside of school hours.
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	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: Extra-curricular – Dodgeball, Dance, Netball, Football, Multi Skills, fitness, rugby, basketball and rugby. Focus particularly on those pupils who do not take up additional PE and Sport opportunities. These children are targeted – tennis breakfast club for least active and pupil premium children and rugby afterschool club for least active in year 1.	Not all pupils are active for 60 minutes a day 7 days a week based on their self surveys on Koboca. 30% of children said they are active at school but not outside of school.
5. Increasing participation in competitive sport	All children have taken part in competitive sport during sports day. All children in year 3 take part in competitive sport each week through their character award lessons with a specialist coach. Intra and inter school competition events attended throughout the year.	Cost of some smaller events (transport and staffing) has meant some events have been missed. More teacher knowledge and documentation of children who consistently are not taking part in competitions to target.

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	Pupil voice at the start of the year with targeted questions about swimming to highlight areas to focus. In July 2026, 81% of year 6 pupils achieved this strand as assessed by the swim teacher.	19% of children did not achieve this strand. There is a small group of year 5 pupils who have had interventions this year but are reluctant swimmers as evidenced by attendance registers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In July 2026, 93% of year 6 pupils achieved this strand as assessed by the swim teacher.	7% of children did not achieve this strand.
3. Perform safe self-rescue in different water-based situations	Key lessons delivered by swim teacher and a whole school approach to water safety ensured that in July 2026, 100% of year 6 pupils achieved this strand.	n/a

Aim	Why?	Key Area	Supporting evidence
Ensure new and existing staff feel confident and competent in delivering different areas of the curriculum.	To ensure that all staff are best equipped with knowledge and skills to give all the children the best PE experience.	Key Indicator 1: <i>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Staff survey Use of external coaches with data provided by teachers before and after sessions. Enhanced PE experience for all children and a variety of games/sports being taught.
Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	External physical activity trackers outlining the amount of activity pupils' access outside of school (Use Koboca tool) Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Sports leaders timetabled activity
Provide regular opportunities for children to compete in competitive sport	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition calendar and register of participants. School games formats accessible for staff to use. Promote out of school local opportunities. Internal school competition opportunities.

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	

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 provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Following our core curriculum and water safety lessons we will identify pupils for top-up swimming and make arrangements with swimming providers. We will use the PE and Sport Premium to fund top-up swimming.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term. The long-term aim is to provide more swimming opportunities for children in Year 5 so that by the time they are in Year 6 they will have achieved the minimum requirements. Selected children can then have intervention sessions to ensure all children make good progress.	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Data trend is upwards this year with 83% of children swimming 25 meters, 93% of children using a range of strokes and 100% of children able to perform safe self rescue.	Long term the improvements are sustainable as swimming will be more intensive in year 5. There may be changes dependent on cohorts but overall, the change should be positive.	Swimming assessments.	Swimming spotter and instructor for top up sessions £400

Your objective: Drive physical activity levels.



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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)	Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups. Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Increase the number and range of activities and clubs on offer Utilise sports coaches 2 times a week at lunchtimes. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders. Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play.	Koboca survey at in September 2025 indicated that 25% of children identify as being very active, 40% as being active and 35% as not being active for 60 minutes a day for 7 days a week. We would like the 35% of children who are not being active regularly to change and for this percentage to drop.	Koboca survey at the start of each academic year. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Behaviour at lunch time has improved as more children are active in sports. All equipment purchased for lunch time is being used daily. Sports coaches have worked with focus groups during lunch time sessions.	Sports coaches will continue to work with children dependent on new funding. Equipment that has been purchased will continue to be used. New sports leaders will be trained for the upcoming year. The long-term plan will now be to have year 6 sports leaders only who can train up year 5 sports leaders in the summer term for smoother transition.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan.	Physical Resources - £3000 CPD for staff - £1000 Total - £4000

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