

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.

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	By the end of November 2024, 50 children across Year 5 could swim 25m or above which equates to 56% of the year group. 73% of children took part across the year group.	27% of children did not have consent to swim.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	This information was not assessed by the pop-up pool instructors in this first year.	
3. Perform safe self-rescue in different water-based situations	This information was not assessed by the pop-up pool instructors in this first 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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed Ensure that all children are participating in two hours a week of high-quality PE by continuing to focus on teacher training and development to ensure that confidence in teaching PE independently increases from 65%. To review assessment so that all teaching staff are clear on the intent and indicators of assessment to ensure consistency.	We have subscribed to GetSetPE annual membership to ensure teachers can access high quality planning. Assessment criteria is clear and takes account of holistic view of the child's achievements in PE. Continued provision of targeted CPD based on staff feedback and observations. Use of internal PE coach to facilitate some training and provision of internal CPD where needed. 100% of teaching staff reported that they felt more confident to deliver in the subjects where the internal PE coach had supported teaching. Lesson observations and next steps collated on staff feedback about new curriculum scheme is positive. Pupil voice surveys focused on PE and 93 % of pupils enjoy their PE lessons. Pupil attainment information aligned with a consistent assessment framework based on the whole child holistic outcomes.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities Ensure that all pupils will be active on average 60 minutes a day, 7 days a week. This will include focusing on providing in school opportunities (clubs) and monitoring external participations (SSFT, Football and netball league participation).	• We continued with the number and range of activities and clubs on offer. • Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play. • Implementation of extra-curricular timetable. • The 11% of non-participants (pupil voice) were targeted with the intent of offering physical activities which engaged and inspired them.	New Year 6 Sports Leaders were trained and they lead and support lunchtime games but training has not been cascaded down to Sports Leaders in all year groups yet.

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	N/A	N/A
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 To ensure that all pupils are offered a broad range of sports and activities to target those 13% of children who do not regularly participate in physical activity outside of school.	- Children targeted for pupil voice and offering reviewed to increase their physical activity. - Barriers to participation explored. - Extra-curricular timetable and tracking of participation data.	- Ensure that top up swimming provision continues for those pupils who have failed to meet the NC expectation of 25m+ -lack of parental consent impacted this for some children (pop up pool). - GetSet tracking tool has not yet been embedded though we track on our own assessment systems and participation databases.
5. Increasing participation in competitive sport Ensure all pupils can access competition in school through regular intra school competition as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of all pupils.	- Continued membership of SSFT – Inspire and compete events. - Some intra-house competitions between classes in year groups have taken place at the end of units to celebrate learning. - Continued participation in the primary football and netball leagues. - Competition calendar and register of participants. - Planning for all intra lesson level competitions and sports days. - Netball and football league results - Celebration assemblies and pupil voice to reflect engagement and enjoyment	Continue to develop intra-house competitions so that they take place at the end of each suitable PE unit.

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*

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	We hired swimming instructors and a pop-up pool during the Autumn term (for one month) and had this on site. We offered swimming lessons to Years 4, 5 and 6, targeting children who had not yet met the Stage 6 swimming award (25+m). Year 4: 67% of children took part. 24% of the year group achieved stage 6 by Nov 2025. Year 5: 58% of children took part. 36% of the year group achieved stage 6 by Nov 2025. Year 6: 24% of the year group achieved stage 6 by Nov 2025.	We hope to see greater impact on Year 6 swimming achievement as the impact of annual catch-up lessons filters through across the key stage. Year 4: 22% of parents declined consent Year 5: 33% of parents declined consent Year 6: 64% of parents declined consent
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Stage 4 swimming meets the ability to swim a range of strokes. 72% of children met this stage.	
3. Perform safe self-rescue in different water-based situations	Stage 3 swimming meets the ability to perform a throw rescue, star float and treading water. 75% of children met this stage	

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Improve consistency and confidence in PE teaching across the school	Identified as an area for continued development in staff voice	Increased confidence, knowledge and skills of all staff in teaching PE and sport,	• Staff feedback • PE monitoring • Lesson observations •]previous PE action plan
To increase participation and engagement of all pupils in physical activity and sporting opportunities	To increase participation levels for all pupils.	• Engagement of all pupils in regular physical activity • Broader experience of a range of sports • Increased participation in competitive sport	• Participation data • Club registers • Pupil voice • Competition records / newsletters
Continue to develop inclusive approaches to enable all pupils to access physical activity	To further support pupils with additional needs and remove barriers to participation	• Engagement of all pupils in physical activity • Increased confidence and skills of staff	• SEND/inclusion information • Staff feedback • Previous provision review

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:



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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 ensure a consistent, progressive and high-quality PE curriculum across the school by embedding the GetSet PE planning approach and developing staff confidence and competence in delivering PE.	• Rolled out and embedded GetSet PE planning across the school to provide progression and consistency from KS1 feeder school into KS2. • Employed a dedicated PE coach to team teach alongside teachers, modelling effective practice and providing targeted CPD. • Supported teachers to develop confidence in delivering PE lessons.	• A consistent approach to PE planning across the school. • Clear progression of skills throughout KS2 • Increased teacher confidence.	• Feedback from all teaching staff and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	• GetSet PE is now embedded across the school • 100% of teachers reported positively about the impact of the planning approach • 100% of teachers reported improved confidence in teaching PE following support from the PE coach	• GetSet planning and resources remain available to staff and continue to support PE delivery • Staff confidence and subject knowledge have increased • Team teaching has developed staff expertise rather than creating reliance on external support	• Staff questionnaires / feedback • PE coach timetable • Teacher feedback • Lesson observations	GetSet PE £421 PE Coach – team teaching £13450

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)	Increase engagement of all pupils in regular physical activity and sporting opportunities. Increase participation in clubs, physical activity and competitive opportunities that motivate and engage.	- Increased extracurricular club offer - Use pupil voice to identify activities that pupils want to access - Adapt club offer in response to this - Increase opportunities for sporting event and competitions participation - Develop lunch provision through timetables activities and child-led games supported by Sports Leaders	- Increased participation in clubs and physical activity opportunities - More pupils engaging in active play during lunchtimes - Increased enjoyment and ownership of physical activity - More pupils representing the school in sporting events	- Pupil clubs and engagement registers - Pupil voice - Attendance at events
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- Wider range of clubs offered - Pupil voice has directly influenced extracurricular provision e.g. Boxercise - Active lunchtime opportunities have increased engagement and participation. - More pupils have accessed competitive and recreational sporting opportunities	- Club planning and pupil voice processes are embedded - Sports Leaders continue to support active lunchtime provision - Participation can continue to be monitored to identify pupils needing further engagement	- Club registers - Pupil voice questionnaires - Sports leaders timetable - Lunch activity timetable - Competition records - Celebration assembly participation - Football and netball league participation - Dance festival participation - Great Athletes visit and fund raiser activity	SSFT membership Clubs staffing cost: £16200

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)	Improve inclusion and access to physical activity through sensory circuits. To ensure pupils with additional sensory needs have access to appropriate physical activity opportunities that support regulation, engagement and readiness to learn.	- Delivered sensory circuits training for all staff - Developed staff understanding of the purpose of sensory circuits and how to deliver them effectively. - Embedded sensory circuits for identified pupils	- Increased staff confidence in supporting pupils with sensory needs - Improved access to physical activity for pupils who may experience barriers to participation - Improved readiness and regulation for targeted pupils	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- All staff have received training and understand the purpose and delivery - Circuits are now embedded as part of school practice.	- Knowledge and skills remain within the school. - Staff are able to continue delivering sensory circuits without external support - Resources and routines are established	- Staff training records - Sensory circuits timetable - Staff feedback - Observations	Resources £300 Staffing £ 7800

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