



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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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>	<ul style="list-style-type: none">- Teachers received support and training from the sports lead to upskill and build their confidence and knowledge.- Teachers delivered high quality PE sessions.- We purchased Complete PE to support lesson planning and delivery.- Little sticks Golf CPD was attended to upskill Primary golf knowledge.	<p>We don't have 100% staff confident and competent in all areas of PE. Staff self-review tool shows areas such as gymnastics need developing with staff.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Introduced 'brain activation activity' on the morning before children go to lesson to support their learning. 100% of children enjoyed this, gathered through pupil survey.</p> <p>100% of children had the opportunity to attend a festival or competition.</p>	<p>Activity levels throughout the day are still low, with a large amount of time being sedentary. We need to increase activity the wider curriculum.</p>

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area
<p>To increase children's physical activity levels during the school day by incorporating short "brain activation" sessions throughout the day to get children moving and focused in class.</p>	<p>Enhance concentration, focus, memory and engagement in the classroom. Activate the brain ready for learning. To increase physical activity levels to support children to hit the 30 active minutes in school.</p>	<p><i>Increasing engagement of all pupils in regular physical activity and sporting activities.</i></p>
<p>Continue to increase girls' participation in football across all year groups.</p>	<p>To promote equal opportunity, build confidence among girls in sport, and ensure they have access to the same sporting experiences as boys. Encouraging girls to take part supports inclusivity, physical literacy and long-term engagement in physical activity.</p>	<p>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</p>
<p>Target and increase participation among children who are currently the least active within the school.</p>	<p>To ensure every child benefits from the physical, social, and emotional advantages of regular activity. Engaging less active children helps improve health outcomes, confidence, and attitudes toward PE and sport.</p>	<p><i>Increasing engagement of all pupils in regular physical activity and sporting activities</i></p>
<p>Develop pupils' leadership skills.</p>	<p>Building leadership fosters responsibility, teamwork, communication, and confidence — skills that transfer to all areas of school life and positively influence peers.</p>	<p><i>Raising the profile of PE and sport across the school, to support whole school improvement</i></p>
<p>Provide staff with targeted professional development to enhance delivery of PE lessons and confidence in teaching a broad curriculum.</p>	<p>Well-trained and confident staff lead to higher-quality PE lessons, better progression for pupils, and improved overall physical literacy throughout the school</p>	<p><i>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i></p>

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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	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				

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 girls have equal access to high-quality football opportunities, increasing their confidence, skill development and long-term engagement in sport. The aim is to remove barriers to participation and promote an inclusive sporting culture where girls feel empowered, represented and encouraged to take part in football at all levels.	Establish a dedicated girls' football club led by trained staff or external coaches. Run girls-only festivals, friendlies and competitions, ensuring regular opportunities to play. Introduce girls' football ambassadors to promote participation and support younger pupils. Ensure equal access to facilities, equipment and training time during and after school. Develop targeted engagement strategies (surveys, pupil voice groups) to understand and address barriers	Girls have equal opportunity to football and have the confidence, competence and motivation to play. Clear enjoyment when playing.	
	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)	To increase children's physical activity levels during lessons to keep children engaged and focused and decrease sedentary levels.	Incorporate physical activity - brain activation- sessions on a morning and afternoon. These will be short bursts of activity in the classroom lead by staff and children. Linking learning to movement by Integrating physical activity into academic tasks (e.g., moving to different corners for answers, acting out vocabulary, active Maths).	Children's activity levels increased. Children have greater focus in class. Improved behaviour and engagement in the class.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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)	Develop leadership skills through Physical Education to impact whole school improvement.	Model and demonstrate effective, high quality leadership when teaching. Have a consistent approach to creating opportunities for children to take on leadership roles during class (e.g., leading warm-ups, managing equipment, directing teams, or explaining the rules of games) Class discussions where children can reflect on their leadership roles—what went well, what could be improved, and how they felt about leading. Share real-life examples of leadership from sports figures or historical events to inspire children (cross-curricular theme). Create videos with children to share to the whole school to use during brain activation sessions, wet play and PE.	Develop key leadership qualities such as communication, decision-making, organisation, and empathy. Increase confidence and self-esteem when speak in front of us, both in and out of PE lessons. Enhance Peer Relationships by promoting teamwork, cooperation, and mutual respect. Improve behaviour and engagement as pupils take greater ownership of learning and model positive behaviour. Contribute to whole school ethos, cultivating a culture of respect, inclusion, oracy and shared responsibility.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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)	Develop a sports leadership team to effectively encourage and support their peers in being active, having fun, and developing their confidence in movement.	Deliver an effective sports leader after school club to train the children. Sports leaders to deliver activities at lunch time to their peers Children will have the opportunity to attend Sports Leader development events with the SSP. The sports leaders will help deliver intra house competitions and will attend and support at the SSP events.	Increased participation in physical activity: More children choose to join in games and active play because they feel welcomed and encouraged by their peers. Improved confidence and self-belief: Children become more willing to try new movements, activities, and sports because they feel supported rather than judged. Stronger teamwork and cooperation: Pupils learn to work together, share equipment, take turns, and help each other improve. Positive playground atmosphere: Playtimes become more inclusive, friendly, and organised, with fewer disagreements and more purposeful play. Development of leadership skills in the sports leaders: The leaders themselves grow in communication, responsibility, problem-solving, patience, and empathy.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Add text here	Add text here	Add text here	Add text here

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