

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	80% of pupils in year 6 can swim 25 metres. Evidenced from the swimming center.	Children found achieving 25m difficult.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	70% of pupils in year 6 can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	Some children found this difficult. Swimming instructors provided us with feedback.
3. Perform safe self-rescue in different water-based situations	95% of pupils in year 6 can perform safe self rescues. Delivered and supported by the swimming instructors.	We would of liked this data to be 100%.

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	- 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.	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.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	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. 100% of children had the opportunity to attend a festival or competition.	Activity levels throughout the day are still low, with a large amount of time being sedentary. We need to increase activity the wider curriculum.

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	Celebrated and promoted PE, sport and physical activity across the school Increased the visibility of PE and sporting achievements through assemblies, newsletters, social media, displays and the school website, encouraging pupils to value participation, effort and success. Embedded physical activity into the wider school culture. Developed opportunities for all pupils to be active beyond PE lessons through active lunchtimes, sports leadership roles, enrichment clubs and whole-school events. This has promoted positive behaviour, improved pupil wellbeing, increased engagement in learning, and contributed to strong attendance and a positive whole-school culture around physical activity.	Not all children attended an enrichment club.
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.	Provided equal access to sports across the curriculum and enrichment activities. Girl's football was a fantastic success, as girls were given equal access and 3 girls joined a football club off the back of this experience and exposure to football. Offered a broad range of enrichment activities to target all pupils.	The uptake on enrichments were below expected numbers with not all clubs hitting full capacity.
5. Increasing participation in competitive sport	All children in KS2 were offered an opportunity to participate in competitive sport both in school and external competitions. KS1 were exposed to competition within school, participating in intra-school games competitions.	Continue to develop our competition provision.

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



Aim	Why?	Key Area
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.	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.	Increasing engagement of all pupils in regular physical activity and sporting activities.
Continue to increase girls' participation in football across all year groups.	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.	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
Target and increase participation among children who are currently the least active within the school.	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.	Increasing engagement of all pupils in regular physical activity and sporting activities
Develop pupils' leadership skills.	Building leadership fosters responsibility, teamwork, communication, and confidence — skills that transfer to all areas of school life and positively influence peers.	Raising the profile of PE and sport across the school, to support whole school improvement
Provide staff with targeted professional development to enhance delivery of PE lessons and confidence in teaching a broad curriculum.	Well-trained and confident staff lead to higher-quality PE lessons, better progression for pupils, and improved overall physical literacy throughout the school	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.

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	Increased participation in physical activity during lunchtimes, particularly among girls, SEND pupils and previously inactive children. Pupils are more engaged in structured and self-led play opportunities. Improved behaviour, social interaction and confidence during breaktimes. Greater variety of activities available has resulted in more pupils being active for longer periods.	Pupil leadership programme has developed trained Activity Leaders who can continue to organise and promote activities for younger pupils. Staff CPD has improved understanding of active play and inclusive physical activity. Investment in a wider range of equipment ensures activities can continue throughout the year. Pupil voice activities regularly inform provision, ensuring activities remain relevant and engaging. Outdoor Play and Learning (OPAL) approaches are embedded within the school culture, creating long-term improvements to play opportunities.	Pupil voice surveys indicating greater enjoyment and choice during lunchtimes. Staff observations demonstrating higher activity levels and improved behaviour. Reduction in playground behaviour incidents and increased positive interactions.	Equipment - £100

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.	Surveys and pupil voice displayed a positive impact with a 100% girl participating in girls' football focused activity and enjoyed it.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The development of girls' football has had a positive impact on participation, confidence and engagement across the school. Girls now have equal access to high-quality football opportunities through curriculum lessons, extracurricular clubs and competitive events. As a result, more girls are choosing to participate regularly, demonstrating increased confidence, competence and motivation when playing football. Pupils show greater enjoyment and enthusiasm for the sport. The initiative has helped create a more inclusive sporting culture where girls feel valued, supported and empowered to take part in football regardless of their prior experience or ability	Equal access to facilities, equipment and training opportunities has been embedded within school practice, ensuring long-term provision.	Evidence demonstrates that girls have equal opportunities to participate in football both within and beyond the curriculum.. Pupil voice feedback highlights high levels of enjoyment, confidence and enthusiasm towards football, with girls reporting that they feel included, supported and encouraged to take part. Staff observations show improved skill development, increased willingness to participate and greater confidence during lessons and extracurricular activities.	£2241

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.	Pupil surveys, pupil voice and teacher voice all displayed positive impact.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children's physical activity levels have increased throughout the school day, leading to improved engagement, concentration and readiness to learn. Regular movement opportunities have helped reduce sedentary behaviour and support pupils' overall wellbeing.	Physical activity is embedded into daily classroom routines through morning and afternoon brain activation sessions led by staff and pupils. Activity-based lessons further promote movement across the curriculum, ensuring active learning becomes a sustainable part of everyday practice.	Staff observations and pupil feedback indicate increased activity levels, improved focus and greater engagement during lessons. Behaviour records and learning walks also demonstrate positive improvements in on-task behaviour and participation following active classroom sessions	£0

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.	Children displayed increased confidence when speaking in front of groups and this was portrayed in Pupil voice and surveys.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have developed greater confidence, leadership and communication skills through PE, positively influencing behaviour, engagement and participation across the school. Young leaders are increasingly taking responsibility and acting as positive role models for their peers.	Leadership opportunities are embedded within PE lessons, clubs and whole-school activities, allowing pupils to continually develop and apply key leadership skills. This creates a lasting culture of pupil voice, responsibility and positive role modelling throughout the school.	Staff observations and pupil feedback show increased confidence when speaking in front of others, improved teamwork and stronger peer relationships. Pupils demonstrate greater responsibility, positive behaviour and engagement, while leadership roles within PE and school events continue to promote a culture of respect, inclusion and shared responsibility.	£0

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. Development of leadership skills in the sports leaders: The leaders themselves grow in communication, responsibility, problem-solving, patience, and empathy.	100% of children who attended the sports leader after school club had a positive time. 100% of KS1 children who were coached by the leadership team had a positive time.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The Sports Leadership Team has had a positive impact on physical activity across the school by encouraging and supporting their peers to be active, have fun and develop confidence in movement. As a result, more pupils are participating in games and active play, demonstrating increased confidence, teamwork and enjoyment of physical activity.	The Sports Leadership Team is embedded within the school's physical activity provision, with pupils receiving ongoing training and leadership opportunities throughout the year. This creates a sustainable model where experienced leaders support and mentor future leaders, ensuring continued promotion of active and inclusive play.	Observations and pupil feedback show increased participation in physical activity and greater confidence in trying new activities. Pupils demonstrate improved teamwork, cooperation and positive social interactions, while Sports Leaders have developed strong communication, organisation, responsibility and problem-solving skills through their leadership roles.	£500

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