



PE and sport premium monitoring and tracking form *2025/2026*



Commissioned by



Department
for Education

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**YOUTH
SPORT
TRUST**

- 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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

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	We had support from an external PE coach. This ensured that teachers were provided with CPD and effective coaching.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All pupils were provided with two hours of PE every week. Pupils were provided with a range of extra curricular sporting activities.	

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	All pupils participated in two hours of high-quality PE lessons each week. Staff followed the PE timetable to ensure that all children received two hours of PE. Staff received CPD and coaching to support the delivery of PE lessons. We provided lots of extra-curricular activities to raise the profile of sport across our school. The afterschool club lead tracked clubs to monitor participation.	
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	A range of extra curricular activities were offered to the children. These activities had equal access for both boys and girls. We ensured that both boys and girls attended sporting competitions.	
5. Increasing participation in competitive sport	We attended a range of festivals and competitive sporting events. These were provided through School Games or through our school trust.	

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	Out of our current year 6 cohort, 63% of pupils can swim confidently and proficiently over at least 25 metres.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To ensure all pupils participate in two hours of high quality PE lessons each week.	We want to ensure that all pupils are participating in regular physical activity.	Increasing engagement of all pupils in regular physical activity and sporting activities.	This was implemented effectively. A PE timetable was followed to ensure that all pupils accessed two hours of PE each week.
To provide effective CPD to staff during PE lessons.	We want our staff to receive regular CPD and coaching to ensure that lessons are delivered effectively.	Increasing the confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	An external coach has been timetabled in to work with teachers. This has ensured that PE lessons are developed effectively. The coach has also supported staff in delivering a range of sporting activities.
To use Real PE to deliver effective PE lessons.	We use Real PE as it supports staff to deliver two hours of PE each week. We use Real PE to assess children to ensure they are making progress.	Raising the profile of PE and sport across the school, to support whole school improvement.	Our Real PE assessments illustrate that pupils are making good progress in their physical development.
To continue to provide a range of extra curricular activities for both KS1 and KS2 children.	We want to encourage children to participate in regular physical activity. Our extra curricular activities introduce children to a range of different sports.	Increasing engagement of all pupils in regular physical activity and sporting activities.	The afterschool club lead tracks clubs each half-term to monitor participation and ensure that we provide a variety of activities.
To provide opportunities to participate in inter and intraschool competitions/festivals.	We want to ensure that pupils participate in a range of sporting competitions. These will be accessible to all pupils.	Increasing participation in competitive sport.	We participated in a range of sporting competitions throughout the year.

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)	Provide a range of lunchtime and afterschool activities for both KS1 and KS2 children.	Develop pupil leadership (training programme), external coach to support with providing lunchtime and afterschool club activities, external coach to provide CPD to teachers to support with the delivery of clubs, the afterschool club will track clubs to monitor participation.	We hope to see KS1 and KS2 children participating in a range of activities both at lunchtime and afterschool. Teachers will feel confident in providing different sporting after school clubs to children. Midday supervisors will be supported by the external coach and they will feel confident in providing different activities at lunchtime. Children will be very active on the playground.	The afterschool club lead will track clubs every half-term to monitor participation. We will conduct pupils surveys. We will carry out observations to ensure our less active pupils are engaging at lunchtime.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are engaging in different sporting activities at lunchtime. Our less active children are being targeted to encourage them to engage in physical activity. Staff are more confident in delivery afterschool clubs. Afterschool clubs meet the needs of all children including those with SEND. Both genders are participating in a range of clubs.	These improvements are sustainable. We will continue to work with our external coach to provide CPD to staff. The PE Lead and sports coach will meet regularly to discuss pupil participation in lunchtime activities. This will ensure that activities are accessible to SEND children. The external sports coach will also continue to work with midday supervisors.	Our afterschool club tracker highlights that lots of children are attending different sporting clubs. In Summer 2, 20% of SEND pupils in KS1 were participating in an after school club. Furthermore, in summer 2, 52% of girls in KS1 were participating. Lunchtime observations highlight that pupils are accessing different sporting activities. Our less active pupils are regularly participating in some of these activities.	Sports coach for extra-curricular activities: £3,325

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 provide opportunities for pupils to participate in a range of competitive events and festivals.	We will participate in competitions and festivals through our trust. We will participate in some events provided through School Games. Through our afterschool clubs, we will provide intra school competitions.	Participation increasing in competitive events. Both boys and girls attending different sporting events. Competitions tailored to our SEND pupils.	The PE lead will track and monitor our participation in competitions and events. Pupil voice and discussions will be used to identify which sporting events pupils are interested in.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are enthusiastic about competitive events and festivals. We have lots of children signing up to participate in competitive events. Pupils attend these events with a positive attitude. Girls are excited about participating in competitive events. SEND pupils have had opportunities to attend competitive events and festivals.	We will continue to participate in a range of competitive sporting events and festivals. Our external sports coach will support with providing intra school competitions. We will continue to work with our SGO and the trust to participate in a range of events.	Our events tracker highlights that both boys and girls have participated in a range of competitive events throughout the year. The tracker also shows that SEND children have had opportunities to participate in events and festivals. Our afterschool club tracker shows that our external coach has provided opportunities for intra school competitions.	Transport cost for events - £100 Equipment for intra school competitions - £300

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 that all pupils participate in two hours of high quality PE each week.	A PE timetable will be followed to ensure all pupils access their two hours. Staff will receive CPD and support in lessons from the PE coach. This will ensure that pupils receive two hours of PE that is of high quality.	Our pupils will participate in regular physical activity. Teachers will feel more confidence in teaching PE as they will have received CPD from the sports coach.	Our PE assessments will show that children are making good progress. The PE lead will carry out observations to ensure lessons are delivered well.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	We have seen pupils regularly engaging in physical activity. As a result of the CPD, staff feel more confident in teaching PE.	These improvements are sustainable. We will continue to work with the sports coach next year to provide CPD to teachers. Furthermore, we will continue to provide our two hours of physical activity.	Observations of lessons show that they are high quality. Staff feedback demonstrates that they feel more confident.	Sports coach for CPD: £3,325