



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



Commissioned by



Department
for Education

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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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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	Children attended sessions regularly at the swimming pool. The supporting evidence of assessment sheets (from the pool and on the schools internal tracker) shows the positive progress that children made in their swimming from starting points.	The infrequency of sessions (due to all of KS2 swimming) meant that those who can't swim proficiently, didn't have enough pool time to make the catch up progress required to meet the standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The supporting evidence of assessment sheets (from the pool and on the schools internal tracker) shows the positive progress that children made in their strokes from starting points.	The infrequency of sessions (due to all of KS2 swimming) meant that those who can't swim proficiently, didn't have enough pool time to make the catch up progress required to meet the standard.
3. Perform safe self-rescue in different water-based situations	The supporting evidence of assessment sheets (from the pool and on the schools internal tracker) shows the positive progress that children made in their self-rescue from starting points.	The infrequency of sessions (due to all of KS2 swimming) meant that those who can't swim proficiently, didn't have enough pool time to make the catch up progress required to meet the standard.

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"> - Staff voice (internal school evidence) shows that staff feel confident in teaching 'games' type activities and enjoyed the addition of the OAA activities with the orienteering CPD (delivered by an external agency). - Working alongside a coach has also supported upskilling teachers in their confidence and abilities to deliver the whole PE curriculum. 	<ul style="list-style-type: none"> - Staff have requested more support and guidance with teaching gymnastics and dance in their repertoire. This will be a focus of CPD spend this academic year.
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<ul style="list-style-type: none"> - Opal continues to be a positive factor for the engagement in regular physical activity. Every day, children are supported by trained staff in engaging positively with OPAL activities. - The sports coaches employed two days a week support the sporting activity with a control / refereeing element at lunchtime ensuring children are able to access ball sports in a more structured and safe environment. 	<ul style="list-style-type: none"> - Some aspects of OPAL were 'tired' and this meant they were either not well attended or were unsafe. Replenishing areas will be a focus of the spend for this academic year.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<ul style="list-style-type: none"> - Opal continues to be a positive factor for supporting children's behaviour at playtimes and lunchtimes every day; children are supported by trained staff in engaging positively with OPAL activities. - The sports coaches employed two days a week support the sporting activity with a control / refereeing element at lunchtime ensuring children are able to access ball sports in a more structured and safe environment. - Evidence can be seen in the termly behaviour logs. 	<p>- Difficulty with recruitment meant that some areas of OPAL were not open to the children meaning there were times when play was less structured.</p>
<p>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</p>	<ul style="list-style-type: none"> - Sports clubs offered last academic year were vast and varied and allowed participation from all. - Additional clubs such as 'Us Girls' specifically focused on engagement from girls. 	
<p>5. Increasing participation in competitive sport</p>	<p>- n/a</p>	<p>- This was not a focus nor priority last academic year. This will be a focus for this year by engaging in local and internal competitive activities.</p>

Aims for the next academic year (2025/2026)



- 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	Add text here	Add text here
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

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education especially in Gymnastics and Dance.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Engage children in active play at less structured times of the day (playtime and lunchtime)	To ensure behaviour incidents are low by engaging children in high quality play. (OPAL)	Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil voice, lunchtime incident reports, track it light data
Increase the % of children able to swim competently by the end of Y6. Following 'compulsory swim' children assessed as not able to swim 25m to receive top-up swimming lessons.	Currently a low percentage of children are meeting the criteria for this standard.	Swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes and including self-rescue	Assessment data for swimming.
Assess current provision and long-term overview to assess children's access to a broad range of sports and PE activities.	Feedback from children is that they would like to be exposed to new and exciting activities and new sports such as boxercise, orienteering, archery.	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	Long term overview revised curriculum, pupil voice
Engage with local sports partnerships to increase the amount of competitive sports children are engaged in internally and externally.	Children aren't engaging with competitive sports at all currently. Make use of the partnership with Moorgate to have inter-school activities.	Increasing participation in competitive sport	Review of what competitive sports children have been involved in and their feedback.
Engage children in active play at less structured times of the day (playtime and lunchtime)	To ensure behaviour incidents are low by engaging children in high quality play. (OPAL)	Raising the profile of PE and sport across the school, to support whole school improvement	Pupil voice, lunchtime incident reports, track it light data

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

Your objective: Engage children in active play at lunchtimes



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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)	Engage children in active play at less structured times of the day (playtime and lunchtime)	Develop lunchtime supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Pupil voice activities to understand pupils wants and needs Outdoor play provision such as aspects of OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. lunchtime 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.	Pupil 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 (Complete in July)		Active play is built into daily school routines. Staff and pupils are confident and capable of leading it. Equipment and resources are maintained. Monitoring shows consistent engagement and positive outcomes .Leadership continues to value and embed the approach.		OPAL Equipment – CPD for staff –

Your objective: CPD For Staff in Gym and Dance



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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)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education especially in Gymnastics and Dance.	<ul style="list-style-type: none"> - CPD for staff on effective gymnastics and Dance provision (external support). Engage with a local external company to support with staffs confidence in the delivery of gymnastics and dance - Engagement with the PE Planning provider to ensure the delivery of the lessons is accurate and progressive 	<ul style="list-style-type: none"> - Staffs confidence improved in their delivery of gymnastics and dance in the curriculum - Improved outcomes for children in these areas as shown in the internal data 	Pupil voice and staff voice reveals a more solid understanding of delivery of gymnastics and dance in the curriculum
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		Practice Is Embedded, Not Dependent on One-Off Training Teachers routinely deliver Gymnastics and Dance lessons confidently without relying heavily on external coaches or specialists. Lessons are planned and resourced as part of the school's standard curriculum, not just as a temporary initiative. Teachers share resources, model lessons, and support each other, creating a culture of collaboration and peer mentoring.		CPD for staff – Resources for the hall – Cost of PE Planning subscription -

Your objective: Increase children's range of sports exposed to



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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)	Assess current provision and long-term overview to assess children's access to a broad range of sports and PE activities.	<p>Audit current PE and sports provision across the school (curriculum and extracurricular).</p> <p>Review timetables, lesson plans, and enrichment offers. Identify which sports and activities are offered per year group and by whom.</p> <p>Survey pupils and staff to understand participation, enjoyment, and barriers to engagement.</p> <p>Compare provision to national curriculum expectations and any local/national initiatives (e.g. School Games, Active Mile, etc.).</p> <p>Map progression and inclusivity — ensuring there's balance between individual, team, creative, and outdoor/adventurous activities.</p>	All pupils have equitable access to a broad and balanced PE curriculum and extracurricular offer. Increased participation rates, especially among groups who may have previously been underrepresented. Improved progression and skill development through a coherent long-term plan. Better staff confidence in delivering a diverse range of activities. A more strategic and sustainable PE offer aligned with school priorities and pupil needs.	<p>PE provision audit</p> <p>Pupil voice surveys and participation data</p> <p>Staff audit or CPD records</p> <p>Photos, displays, or newsletters</p> <p>Monitoring records (lesson observations, planning scrutiny) demonstrating breadth and quality. Comparison data over time</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		<p>Teachers consistently deliver the broad, balanced PE offer without heavy external support.</p> <p>Lesson planning, progression maps, and assessment systems are part of normal routines. Staff confidence and skill:</p> <p>Staff who were trained or supported can now lead sessions independently and share practice with others.</p> <p>New or less experienced teachers can access clear schemes of work and guidance.</p> <p>Pupil participation rates stay high (or continue to increase) over several terms/years, not just immediately after an intervention. Curriculum continuity:</p>		

Your objective: Increase competitive Sports children participating in



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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)	Engage with local sports partnerships to increase the amount of competitive sports children are engaged in internally and externally.	Establish links with local sports partnerships, Sign up for cluster or local authority competitions, School Games events, and inter-school tournaments. Develop an internal competition calendar (e.g. inter-house sports, skills festivals, class challenges). Identify and train staff or sports leaders to coordinate and supervise competitions. Promote opportunities through assemblies, newsletters, and the school website to encourage uptake. Monitor participation to track which pupils are involved, aiming for broad and balanced engagement	Increased number of pupils participating in competitive sport at school and inter-school level. Improved sporting skills, teamwork, resilience, and sportsmanship among pupils. Enhanced school profile in local sporting networks and community links. Greater staff confidence in organising and leading competitions. More equitable access — ensuring that both boys and girls, and children of all abilities, take part.	Participation records Competition calendar or event schedule showing increased opportunities year on year. Photos, certificates, newsletters, or website posts .Pupil and staff voice surveys .Reports from sports partnerships PE and sport premium reports
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Ongoing participation data showing consistent or increasing engagement. Staff training records showing confidence in leading competitions. Continued relationships and communication with partnership coordinators. Clear succession plan for PE leadership and competition coordination.	Add text here	Add text here

Your objective: Increase the % of children able to swim competently by the end of Y6.



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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 the % of children able to swim competently by the end of Y6. Following 'compulsory swim' children assessed as not able to swim 25m to receive top-up swimming lessons.	<p>1. Identification & Assessment Conduct baseline swimming assessments for all Y6 pupils. Record which pupils can/cannot swim 25m, perform a range of strokes, and self-rescue. Create a register of pupils requiring top-up lessons.</p> <p>2. Top-Up Swimming Programme Provide additional swimming sessions for identified pupils. Conduct mid-point assessments to check progress. Adjust groupings or number of sessions if needed. Reassess all pupils at the end of the programme</p>	<p>1. Improved Swimming Competency</p> <p>2. Equity & Inclusion</p> <p>3. Increased Confidence & Engagement</p> <p>4. School-Level Outcome</p>	<p>1. Assessment Data Baseline and final swimming assessments</p> <p>2. Attendance Records</p> <p>3. Pupil Progress Records</p> <p>4. Stakeholder Feedback</p> <p>5. Sports Premium Reporting</p> <p>6. Comparison Against Previous Years</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	<p>What to look for: The % of pupils achieving 25m remains high (or continues to improve) for 3+ consecutive years.</p> <p>Fewer pupils require top-up sessions over time because earlier years are already stronger swimmers. Why it shows sustainability: Consistent results over multiple cohorts means it's a system, not a one-off project.</p>	Add text here	Add text here

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