





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

- 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 (2025/2026)

- 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	Swimphony data shows only 47% of pupils leaving Y6 in 2025 could swim 25m	Pupil attendance to the organised swimming lessons through was sporadic. Pupil voice survey also showed that many pupils didn't attend swimming lessons outside of the school day.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Swimphony data shows that 73% of Y6 pupils leaving in 2025 could perform a range of strokes effectively	Pupil voice survey also showed that many pupils didn't attend swimming lessons outside of the school day.
3. Perform safe self-rescue in different water-based situations	Swimphony data showed that 33% of pupils leaving in 2025 could perform a self rescue.	Pupil voice survey also showed that many pupils didn't attend swimming lessons outside of the school day.

Review of the last academic year (2025/2026)

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	Children's physical development increases. Baselines and end points are measured and demonstrate improved physical performance and endurance. Increased enthusiasm for participating in PE lessons and after-school sports sessions and a desire to represent the school in SSSP organized competitions. Children's performance and enthusiasm for sport improves. Increase the children's level of knowledge and understanding 'why' it is important to remain physically active into their later years.	Discussions with some staff highlighted their concerns around the health and safety aspects of PE and their apprehension on the sense of 'less controlled environment' when outside delivering PE.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Sports coaches are in place for extra curricular clubs, forming club links with football, rugby, netball, yoga and theatre schools. The school sports leader offer a wide range of sporting activities at lunchtimes for pupils in KS1. Our curriculum has been based around 'Complete Pe' portal, which is a fantastic resource, offering video link support to guide teacher. A full resource audit is carried out termly with new equipment bought where necessary	Discussions with staff highlighted their concerns over the resilience of certain pupils during the more physically demanding aspects of PE. This further strengthened a minority of pupil's reluctance to engage with PE.

Review of the last academic year (2025/2026)

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	The profile of PE and school sport has been strengthened through increased opportunities for pupils to participate in a wide range of physical activities, sporting events and extracurricular clubs. PE is celebrated across the school through assemblies, displays, newsletters and recognition of pupils' achievements. Staff development and improved curriculum planning support greater confidence in the delivery of high-quality PE lessons. Pupil participation records, club registers, competition results, photographs, pupil voice and staff feedback provide evidence of the impact of these developments. Further monitoring will focus on ensuring that all pupils, including girls, disadvantaged pupils and pupils with SEND, have equal opportunities to participate and succeed. Whole school family fun events to help promote healthy lifestyles. Also to help generate a greater ethos of togetherness between school and home – reindeer run, cross curricular orienteering and teambuilding challenge mornings have proved very successful by the volume of parents willing to attend organised events.	Inconsistent participation: Not all pupils engaged fully in PE lessons or extracurricular activities, with some pupils requiring additional encouragement to participate. Limited extracurricular uptake: Despite the increased profile of PE, participation in clubs, competitions and sporting events may not have increased consistently across all year groups.

Aims for the next academic year (2026/2027)

- 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

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	Increase the level of access to organised swimming lessons and 'top up' lesson if able to.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Increase the level of access to organised swimming lessons and 'top up' lesson if able to.	
3. Perform safe self-rescue in different water-based situations	Increase the level of access to organised swimming lessons and 'top up' lesson if able to.	

Plan, monitor and evaluate (2026/2027)

- 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 (2026/2027)

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: Raise the profile of PE in and out of school

	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)	Raise the profile of PE in and out of school	Target each year group to be able to attend a sporting activity or festival offered by the SSP. Continue to search for outside coaches to deliver after school sports clubs and use the opportunity to enhance club –school sports links. Develop a timetable of events to engage parents in activity with their children at school.	More engaged pupils in PE timetabled lessons. Healthier and more resilient pupils.	Social media posts and pupil voice. Parental review book for attendees of organised family sporting events
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

Your objective: To develop the skill, knowledge and confidence across the P.E. curriculum

	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 develop the skills, knowledge and confidence of pupils across the PE curriculum	Continued participation in team games, developing tactics for attacking and defending. Provide opportunities for pupils to organize and officiate the team games. Provide greater opportunities for pupils to 'walk and talk' during lessons to help further embed knowledge. Speak to staff about the introduction of a house system to help promote intra-house sports competitions	Pupils to demonstrate improved confidence and self belief. Develop greater awareness and use of PE language and confidence in speaking. EYFS and KS1 pupils to achieve early years goals and KS1 fundamental gross and finer movement dexterity. Improve social skill	Social media photos Pupil voice survey Observation of lessons
	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: Children to have greater experience and confidence in leading others.

	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)	PE lead to support Year 5 staff and pupils to develop our Playground Friends/Sports Leaders initiatives. Leadership skills to be added as a specific strand to our PE curriculum. Earlier year groups also to be given opportunities during their PE lessons to lead their peers.	Children will use opportunities to demonstrate leadership (e.g. Playground Friends, Sports Leaders). Children will become more confident and effective when leading during lessons as well as opportunities outside of the curriculum. Eg. Sports days and family fun sports events.	Children will use the skills learned and apply this to all areas of the school curriculum/their lives. Children will have improved self-esteem and confidence.	Leaders to be utilized for break and lunchtime at KS1 Leaders to help run events organized around school – sports days, fitness events.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

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