

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	Year 5 pupils accessed swimming lessons regularly, and increased their confidence and abilities, as evidenced by their swimming assessments.	N/A
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The majority of Year 5 pupils achieved this objective.	N/A
3. Perform safe self-rescue in different water-based situations	All pupils learnt to perform safe self-rescue.	N/A

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 have all developed their understanding and delivery of curriculum PE through engagement with the materials provided through 'Get Set 4 PE'. Class teachers have demonstrated their abilities during subject leader learning walks.	N/A
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Lunchtime coach-led activities provided additional opportunities for some pupils. Subsidised after school sports clubs, run by external sports coaches, have been engaged with by a range of pupils in all year groups. Midday supervisors had begun to develop their roles in encouraging physical activity. Outdoor equipment has been utilized to encourage more physical activity at lunchtimes.	Not all pupils have engaged with the lunch time offer, particularly those who were less interested in the activities on offer, those wanting to follow their own play agenda, and those preferring to play football (without a coach). It was not possible for midday supervisors to access any specific training to develop their roles as facilitators.

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	PE has protected time within the school curriculum and has been promoted through the summer term sports days (one for lower and one for upper KS2).	We recognise that more can be done to promote sports and physical activity within our school community, and would like to see a greater focus on open sporting events on the school site in 2025/26.
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	Internal competition has been organized for pupils, with competitive activities in athletics and some team games.	Fewer opportunities were available for competition beyond the school in 2024-25 academic year.

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	Year 5 pupils attended curriculum swimming and all made good progress, with the majority achieving proficiency over 25m or more.	Not all pupils achieved this standard in the allocated timeframe.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Most pupils have been able to use a range of strokes.	Not all pupils achieved this standard in the allocate timeframe.
3. Perform safe self-rescue in different water-based situations	All pupils were able to perform safe self-rescue in different water-based situation.	N/A

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To support staff in teaching PE by providing them with high quality lesson plans and resources through the Get Set 4 PE scheme.	To invest in staff and ensure that all PE lessons have a positive impact on pupils' skill development and fitness.	<i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Observations and learning walks.
To purchase equipment so that staff have everything that they need to teach high quality PE lessons.	To ensure that high quality curriculum schemes are not limited by access to equipment.	<i>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</i>	Observations and learning walks. PE leadership planning and evaluation
To employ two people for lunchtimes to create opportunities for more active play.	To actively encourage and plan for physical activity at lunchtimes.	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i> <i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i>	Observation of lunch times. Pupil voice
Purchase of a Yoga/calm space- The children will have a space to engage with Yoga and other calm, stretch and muscle related activities.	To expand the school's offer to cater for pupils seeking a different approach to physical activity.	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i>	Observation of lunch times. Pupil voice
To provide after school club for upper and lower KS2 children after school, heavily subsidised through PESp.	To broaden opportunities for pupils	<i>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</i>	Registers of attendance Pupil and parent voice

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: Promote active lunchtimes for all



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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 promote active lunchtimes for all pupils	Employing Active Play leaders from Premier Education for the Autumn term 2025. Introduction of the OPAL scheme for lunchtime play. Introduction of a play leader to oversee OPAL. Development of the school grounds to support active play, sports and games throughout the school year.	As many children as possible will engage in active lunchtimes to increase levels of physical activity, fitness and mental health.	Premier Education staff attended daily through the Autumn term and children took part in their activities. OPAL scheme introduced to staff and implementation has begun. Play behaviours observed include greater gross motor and vestibular activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are being more active at lunchtimes, with more movement and engagement in resources. Pupils are involved with the planning for future developments in play activities and opportunities.	OPAL will continue to develop and improve over time. PTA money may need to be used in the future. All staff have been trained already. Premier Education is not sustainable for future use due to costs. However, MSAs who were outside observed interactions and can continue with activities themselves, supported through ongoing training as part of the play team.	OPAL paperwork and mentor visits. Physical changes to grounds. Observation of play activities.	£11,000

Your objective: To further broaden our universal offer



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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 offer a range of different sports and activities to all children.	Auditing of the PE curriculum to find opportunities for a greater range of sports to be included, either within the curriculum or as an extended offer. Offering a range of after school clubs to pupils throughout the academic year. Offering a range of lunchtime clubs, to include dance, gymnastics, basketball and kanga.	Children engaging with a broader range of sports, finding new interests and potentially pursuing these further within and beyond school. Full uptake to after school clubs. Full uptake to lunchtime clubs.	Pupil surveys Observations of activities
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have engaged enthusiastically with the range of lunchtime clubs on offer. The purchasing of equipment for a broader range of PE units is having a positive impact on planning, and has already been showcased through the improved competitive sports offer in the summer term.	Lunch time clubs have required staff buy-in as these are run on a voluntary basis. The enthusiasm of the pupils should ensure staff are encouraged to continue with the offer. The after-school offer will be harder to sustain without continued funding, as this will require parents to pay more for these opportunities.	Pupil voice. Surveys conducted by the School Council. Attendance at lunch and after school clubs.	£4,000

Your objective: To further promote competitive sport



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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 pupils greater opportunities to compete in sports, internally and beyond the school.	Invest in the equipment necessary to host competitive sports events on the school site. Engage with the School Games to provide external opportunities for competition for pupils from across the school.	Pupils develop an excitement for sport through preparing for competition.	Timetable of events for the academic year.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	A particular success this year has been the engagement of the school's Complex Needs ESP with an inclusive School Games events. The school has seen competitive tournaments in basketball and football this year. An improved summer sports programme has been successful this year in promoting competitive sports in all year groups.	The school now has the equipment necessary to effectively host large scale sporting events, without any further cost beyond maintaining equipment. It is hoped that competitive local sports opportunities can be provided through the new PE and School Sport Partnerships Network beyond December 2026.	Pupil voice Register of events.	£1,200

Your objective: Sustaining teachers' skills in PE



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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 build upon the existing strength of class teachers in delivering PE, and upskill those new to the school in 2025-26, through continued engagement with Get Set 4 PE.	All PE lessons are delivered effectively, with assessment used to adapt planning so that all pupils make progress in skills and fitness.	Pupils benefit from a consistently strong standard of PE teaching, develop their skills in a range of sports, and find activities that they are enthusiastic about and might pursue beyond the curriculum.	Pupil voice Observations and learning walks.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	PE lessons have been delivered effectively, as observed by senior leaders and the PE lead. New staff have benefitted from high quality curriculum materials, and the video content of Get Set 4 PE as a CPD tool.	Class teachers are now able to act as a professional network to share good practice in PE. The PE lead brings their own experience and enthusiasm to be able to sustain this into the future.	Observations and learning walks.	£400

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