

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

Commissioned by



Department
for Education

Created by



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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)

- 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 focussed 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	100 % of children were able to swim at least 25m	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	83 % could use a range of strokes	
3. Perform safe self-rescue in different water-based situations	100 % were able to 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	-PE co-ordinator meetings - to provide support to staff in school, to network with other coordinators, share good practice and new ideas. -PE staff meetings -CPD between staff- Dynamos Cricket -staff having confidence to attend competitions and help umpire.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	-sports leaders, lunchtime, voice of other children -a range of equipment	-year 6 sports leaders became disengaged and didn't lead their lunchtime activities. -Moving forward we will only have year 5 children as sports leaders because we feel that in year 6 we want them to focus on their own social development ready for high school. -equipment was purchased by the school council, (some of which wasn't appropriate), -no one was responsible for the equipment outside, so it got lost/broken and not efficiently organised.
3. Raising the profile of PE and sport across the school, to support whole school improvement	Sports leaders helped to organise a variety of inter school festivals and competitions -All children in KS2 took part in a hockey tournament. KS1 did dodgeball. The whole school also took part in cross country, reindeer fun run (raising funds for charity) and sports day.	
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	Stride Active Partnership Package- organising and running a variety of events ensuring equal access for boys and girls. -Archery and curling	

5. Increasing participation in competitive sport	-Competitive Package from Stride Active- which gave children in KS2 the opportunities to participate in a range of sport, including netball, football, rounders, athletics and dodgeball. -Minibus- to be able to participate in inter-school competitions	-Use of a second minibus would ensure more pupil engagement.

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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 focussing 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	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	90 % of pupils can swim competently over a distance of at least 25m	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	93 % of pupils can use a range of strokes effectively	
3. Perform safe self-rescue in different water-based situations	100 % of pupils can perform safe self- rescue in pool and other water-based situations.	

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
New PE scheme	To ensure consistent delivery of lessons and improve progression.	To improve the children's fundamental skills and improve staff knowledge	
Internal learning and development- CPD- Gymnastics	To be able to offer more children an afterschool club	CPD for staff	
Teaching Assistants CPD during PE lessons	To enable them to support SEN, least active children in small groups and 1:1	Fundamental skills and behaviour improvement	
Mental health week activities- yoga, etc Lunchtime and after school activities/sclubs	To improve mood and support well being beyond the school day To encourage healthy habits	Physical activities to promote exercise and make it enjoyable and develop confidence	
Year 5 sports leaders event Sports day/ intra house tournaments- cross country	To develop their skills, knowledge and leadership To promote school spirit,resilience and improve self belief	Build confidence in school to become leaders	
Here Girls Can sessions Walk to school Mini marathon Park run PE equipment	To increase engagement all pupils in regular physical activity and sporting activities	To give pupils the chance to have fun and clebrate their achievements outside the classroom	

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 focussing 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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Objective: Develop lunchtime play provision and after school activities

	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 and after school activities to target girls, SEN, FSM and least active groups.	Develop sports leadership, Midday supervisor training, Staff CPD to develop the range of after school clubs available, range of equipment, pupils voice to understand pupils wants and needs.	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.	Pupil voice data through 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 and staff have grown in confidence and far more active and engaged in games with the children. Lunch times and after school clubs 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.	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. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging FSM and girls. Work with least active FSM and 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% of activity leaders want to carry on with this role next year. 10 more children have enquired to joining the team. Meetings at the end of year have shown all leaders feel positive and enjoy making a difference for others. 92% of pupils have reported that they enjoy lunchtimes. 97% of pupils reported enjoying their after school club.	Physical Resources - £1000 CPD for staff - £310

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To improve the confidence of Girls taking part in physical activity.	Take part in scheme called Here Girls Can. Girl-only, non-competitive activity sessions where girls can choose activities they enjoy, such as dance, fitness, yoga, walking, or team games. Give girls choice and control over activities to make participation feel less intimidating. Use positive encouragement rather than competition, focusing on enjoyment, personal improvement and effort. Use relatable female role models and messages such as “there is no right way to be active.” Provide supportive female teachers/coaches and create an environment where girls do not feel judged about their appearance or ability. Measure confidence before and after the programme using short questionnaires, alongside participation rates.	Increased confidence in girls' ability to participate in physical activity. Greater enjoyment of PE and exercise. Reduced fear of judgement about appearance or sporting ability. Increased participation and willingness to try new activities. Longer-term development of healthy physical-activity habits.	Completed booklets by girls who took part showed a 100% enjoyment and increased confidence in physical activity after the scheme.

Your Objective: To improve the confidence of Girls taking part in physical activity

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Girls report feeling more confident and comfortable participating in physical activity, particularly where activities are designed around their interests and delivered in a supportive, non-judgemental environment. Peer leadership and giving girls a voice in shaping activities can help girls feel more involved, listened to and empowered.	Evidence suggests that one-off or short-term interventions like the one the girls did may not be enough to create lasting changes in confidence and participation. Therefore as a school we need to embed opportunities for girls to participate, provide ongoing peer support, and maintain changes to the school environment and culture.	There is evidence that girl-centred, peer-led approaches can improve girls' experience, motivation and aspects of confidence around physical activity. However, evidence for long-term sustained improvements in confidence and activity levels is less conclusive.	£450

Your Objective:

To use Getset4pe scheme of work



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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	For all staff to use Getset4pe to deliver pe lessons.	Staff training, lesson planning, progression, assessment, equipment and whole-school use.	Improvements in pupils' physical competence, confidence, participation, knowledge and attitudes towards physical activity.	Research/evidence from Get Set 4 PE alongside wider evidence on high-quality PE, physical activity and curriculum progression.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Increased confidence and enthusiasm for PE lessons from the pupils and staff.	Yes because we have purchased the scheme and ongoing training will be offered to support staff.	100% of staff agree that the scheme has had a positive impact on their teaching and delivery of pe. From a pupil survey 82% of pupils said they enjoy pe lessons.	Scheme £702.00 CPD £150.00

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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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