



# 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:

- [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>	% achieving
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	75%
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	75%
3. Perform safe self-rescue in different water-based situations	100%

## 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	<p>Staff had input from RealPE to support with teaching FMS PE lessons. This showed an improvement in staff confidence when teaching PE.</p> <p>Staff had training linked to OAA. This linked with a project that the school took part in with Living Sport. This led to an improvement in teacher's confidence to run OAA lessons and a greater engagement from students.</p> <p>Class teachers had the opportunity to watch the sports lead teach lessons for personal CPD.</p>	<p>Booking these sessions over spaced intervals could support ensuring this consistent high-quality approach during all parts of the year.</p>
2. Increasing engagement of all pupils in regular physical activity and sporting activities	<p>Children had access to lunch clubs and many after school clubs to promote physical activity. Many children participating in these extra-curricular activities.</p> <p>Sports lead has also organised inter-school competitions that have motivated children to join in with groups and join in with lessons to be part of sports teams.</p> <p>Our school approach to developing OAA has improved engagement of pupils being physically active.</p>	<p>More approaches could be in place to engage our families in physical activity. Promoting more walk to school or bike to school days would benefit promoting</p>

## 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?
<b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement	<p>Display boards to highlight the Scheme (real PE) and its importance in the curriculum in the hall.</p> <p>Children regularly celebrating sporting participation and achievement, both from within school and extra-curricular, in assembly. Including a wide range: girls football, dressage and many more.</p>	N/A
<b>4.</b> 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>Promoting den building and OAA activities as part of our curriculum and lunchtime offer.</p> <p>Entering targeted competitions where all children get the chance to represent the school at a range of activities i.e. targeted dodgeball, panathlon, korfball.</p>	We will look to give more equal access to girls in sports by offering sports only clubs again as we saw a drop in girl participation.
<b>5.</b> Increasing participation in competitive sport	A significant number of children and all pupil demographics competed in a wide range of sporting activities. This has included a range of football competitions (boys and girls), athletics and in particular a panathlon aimed at children with disabilities and additional needs.	As the offer of competitive sports has dropped locally the PE lead will start hosting more competitions locally so more children get an opportunity to compete.

## 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>	Target
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	80% of children to be able to swim 25 metres.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	70% of children to use a range of strokes effectively.
3. Perform safe self-rescue in different water-based situations	All students will take part in safe self-rescue activities.

## 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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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	Develop lunchtime provision to increase activity for least active groups.	<p>Capacity Building: Implementation of a structured Pupil Leadership training programme to empower students, alongside targeted training for Midday Supervisors and general Staff CPD to improve pedagogical understanding of games and play.</p> <p>Student Engagement: Integration of Youth Voice activities to ensure provision aligns with pupil needs, interests, and feedback.</p> <p>Resource Allocation: Investment in a diverse range of equipment to support high-quality outdoor play provision.</p>	<p>Student Leadership Impact: Establishment of a cohort of confident, competent pupil activity leaders who demonstrate initiative to foster a rigorous, active, and inclusive playground culture.</p> <p>Staff Engagement: Midday supervisors and wider staff actively facilitate a diverse range of physical activities, serving as positive role models through daily participation in movement.</p> <p>Inclusion &amp; Wellbeing: Creation of a positive, high-activity outdoor environment that effectively addresses diverse pupil needs, with targeted provision to increase engagement among SEND pupils and girls.</p>	<p>Pupil Voice</p> <p>Fewer lunchtime incidents</p> <p>List of leaders</p> <p>CPD registers</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>				



## 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
<b>Plan and monitor</b> (Complete now and monitor)	Increase opportunities for competitive sport in school and out of school. This will give children a positive experience of working in teams and representing the school.	Sports lead to work with local PE leads to host sporting competitions for a range of sports as well as create targeted events for those less engaged.	Children will talk positively about competitive experiences and will be motivated to participate in sports to be part of teams within school.	Data  Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## 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
<b>Plan and monitor</b> (Complete now and monitor)	Create stronger links with local clubs so that children have opportunities for a wide range of sports in and out of school and also have a pathway linked to their interests.	Local clubs will offer sessions to students.  More students will be part of local clubs.	More children can talk about positive experiences out of school that they can share with their peers.	Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

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