

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.

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	70% of the cohort achieved being able to swim competently, confidently and proficiently over a distance of at least 25 metres. <i>Cost of swimming lessons annually is £4,445 - 35 weeks at 1 lesson per week @ £127 per session</i>	N/A
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	70% of the cohort can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A
3. Perform safe self-rescue in different water-based situations	75% of the cohort can perform safe self-rescue in different water-based situations	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	CPD records and evaluations, Performance Management, lesson appraisals and subject development points evaluate impact of CPD. - Quality of lessons improved (appraisals, pupil assessments) - Pupil outcomes improved (data and assessment outcomes). Assessment practices enable us to identify at the beginning of each year a child's current ability in each specific sport taught – games, dance, gymnastics, swimming, athletics and OAA. From this we can then identify their next steps and focus on skills which can be transferable across the 5 different sports. Using the head, hand and heart approach enables both teacher and pupil to see how they are progressing in each sport, which in turn gives them some autonomy in try to achieve their next steps.	Lessons to continue to be carried out by a subject specific PE lead.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupils are now clearer on what is expected of them in a PE lesson and what to expect in a PE lesson. They are clearer on what knowledge, skills and understanding they are obtaining from carrying out each lesson. They have consistency of practice, expectations and rules/routines. Pupils are more aware of a wider variety of sports.	Zones to continue with the implementation of OPAL and a rota of a variety of sports to be devised to ensure lunchtimes remain active and engaging particularly those who are less active and a focus on SEND. To continue to find new ways to make our healthy fortnight inspiring and engaging. To continue to be more explicit about the importance of physical activity.

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	High-quality first teaching of PE was achieved by having all lessons taught by a subject specific PE Lead. Pupils have a clearer understanding of what is expected of them in a PE lesson and what to expect in a PE lesson. They are clearer on what knowledge, skills and understanding they are obtaining from carrying out each lesson. They have consistency of practice, expectations and rules/routines. Assessment practices enabled us to identify at the beginning of the year a child's current ability in each specific sport taught – games, dance, gymnastics, swimming, athletics and OAA. From this we then identified their next steps and focused on skills which can be transferable across the 5 different sports. Using the head, hand and heart approach enabled both teacher and pupil to see how they are progressing in each sport, which in turn gives them some autonomy in try to achieve their next steps.	To continue next year.
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	Ensuring a range of sporting events are entered which have been enjoyed by all pupils. Sports day was a fun yet competitive approach and healthy fortnight offered a range of workshops which aimed to introduce new sports and hopefully inspire children. All children took part and engaged in the activities.	pupil voice aimed to inform us of children's experiences overall and what they would like to see as part of next year's events.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*
 - 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	75% of the cohort achieved being able to swim competently, confidently and proficiently over a distance of at least 25 metres. <i>Cost of swimming lessons annually is £4,445 - 35 weeks at 1 lesson per week @ £127 per session</i>	N/A
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	75% of the cohort can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A
3. Perform safe self-rescue in different water-based situations	80% of the cohort can perform safe self-rescue in different water-based situations	N/A

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
Plan and monitor	Develop the use of OPAL into our lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (DCCT training programme), Midday supervisor training, Staff CPD 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 to continue to lead 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 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:



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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 ensure access for all pupils to high quality first teaching of PE by training highly skilled PE teaching staff.	To continue to ensure access for all pupils to high quality first teaching of PE by continuing to develop CPD and provide training to our PE teaching staff.	High quality first teaching of PE will be achieved by having all lessons taught by a subject specific PE Lead. Pupils will be clearer on what is expected of them in a PE lesson and what to expect in a PE lesson. They will be clearer on what knowledge, skills and understanding they are obtaining from carrying out each lesson. They will have consistency of practice, expectations and rules/routines.	Lesson observations, pupil voice and evidence of CPD completion to a good standard.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are clear on expectations of them in a PE lesson and what knowledge, skills and understanding they are obtaining from carrying out each lesson. They have consistency of practice, expectations and rules/routines. - CPD records and evaluations, Performance Management, lesson appraisals and subject development points continue to evaluate impact of CPD.	Due to our rigorous and variety of assessment practices continue to enable us to identify at the beginning of each year a child's current ability in each specific sport taught – games, dance, gymnastics, swimming, athletics and OAA. From this we continue to identify the next steps and focus on skills which can be transferable across the 5 different sports. Using the head, hand and heart approach enables both teacher and pupil to see how they are progressing in each sport, which in turn gives them some autonomy in try to achieve their next steps.	Data, lesson plans, curriculum maps, pupil voice, lesson observations	£11,270 - Included in cost for PE Lead and any training/CPD and replenishment of resources. £2750 DCCT affiliation

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 (Complete now and monitor)	To provide a broad opportunity for pupil participation in alternative activities and to identify talent pathways. To increase opportunities to take part in competitive sport and healthy positive competition.	To continue to provide a broad opportunity for pupil participation in alternative activities and to identify talent pathways. To continue to increase opportunities to take part in competitive sport and healthy positive competition.	Children with a clear interest and/or potential in a sport will be given information about the sport and made aware of clubs available in the community. Links have been established with clubs and will continue. Competitions across local schools will continue to be arranged (outside of catholic cluster schools also.) Ensure a range of sporting events are entered which can be enjoyed by all pupils. Sports day will have a fun yet competitive approach and healthy fortnight will offer a range of workshops which will aim to introduce new sports and hopefully inspire children. All children to take part and engaged in all aspects of healthy fortnight – pupil voice will aim to inform us of children's experiences overall.	Pupil voice, afterschool club lists, correspondence form local clubs/sporting links
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils are more aware of a wider variety of sports. Particularly this year with having a motorsports and bobsleighbing athlete join us to talk about the importance of sports.	Children with a clear interest and/or potential in a sport continue to be given information about the sport and made aware of clubs available in the community.	Pupil voice, afterschool club lists, correspondence form local clubs/sporting links	£345 healthy fortnight and athletes, workshops and provisions

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