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

- 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)

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	Following our identified school swimming, using our local council to facilitate swimming.	We had originally planned a pop-up pool at the school. However, this did not take place as a result of the company. Planned for all key stage 2 and ended up being just year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Most pupils were able to complete this.	

- 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.

Review of the last academic year (2024/2025)

- Competitions were attended further, as a result school sports games, gold award was received.
- Implementation of SEND specific PE sessions and the training of staff to deliver this.
- A wide range of sports were offered and pupils took this up more than the previous year.
- Lunch clubs were well attended.
- After school clubs attendance improved.

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	**Staff accessed targeted CPD, leading to improved lesson quality and confidence in delivering PE. Lesson observations showed higher quality PE sessions; staff feedback indicated increased confidence.**	**CPD attendance records show some missed sessions due to timetable constraints. Limited time for some staff to attend external training.**
2. Increasing engagement of all pupils in regular physical activity and sporting activities	**Registers show increased participation compared to previous year; pupil voice surveys reflect enthusiasm.**	**Some pupils still reluctant to engage outside PE lessons. Survey responses indicate barriers such as transport or lack of interest in certain activities.**
3. Raising the profile of PE and sport across the school, to support whole school improvement	**PE celebrated in assemblies, newsletters, and social media; trophies displayed prominently. Increased visibility of PE achievements; positive feedback from parents and pupils.**	**Harder to maintain consistent communication during busy academic periods. Fewer updates during exam or assessment weeks noted in newsletters.**
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	**Introduced new sports (e.g., yoga, dodgeball) and ensured mixed-gender opportunities. Club timetables and participation data show variety and gender balance.**	**Some niche sports had low uptake. Attendance records for new activities show limited interest in certain options.**
5. Increasing participation in competitive sport	**Achieved more trophies and entered more competitions than previous years. Competition records and trophy count demonstrate success; photos and reports shared with community.**	**Travel and scheduling challenges for some events. Missed a few competitions due to fixture clashes or transport issues.**

Aims for the next academic year (2025/2026)

- 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	Aim for 100%	86%
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Aim for 100%	86%
3. Perform safe self-rescue in different water-based situations	Aim for 100%	86%

Aim	Why?	Key area	Supporting evidence
To continue to deliver high quality PE lessons.	To ensure all children have a good and positive PE experience with high quality learning and teaching.	Ther organisation of lessons. Ensuring all children are active throughout the lessons and they follow a structure.	Pupil voice, lesson observations and CPD.
To ensure lunchtimes have sufficient activities for children to partake in.	This gives children the structure at lunchtime but also the opportunity to partake in a variety of different activities.	Giving children a range of different sports and activities to play and learn.	The use of playleaders and external companies to run sessions and deliver activities.
To improve the inclusive culture throughout PE.	To ensure all SEND pupils are receiving high quality PE.	Look at different strategies in PE to ensure children are accessing the curiculum. Continue to deliver SEND PE.	SEND PE register and sessions.
To continue to have high level participation in various sporting events.	To provide opportunities to all children.	Enter a variety of events for all children to either compete or participate in.	Tracking the children who are competing or participating.

Plan, monitor and evaluate (2025/2026)

- 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)

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: To continue to deliver high quality PE lessons.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To continue to deliver high quality PE lessons.	Support and CPD for staff. Working alongside coaches.	We hope to see excellent PE sessions, with high student engagement	Surveys and lesson visits.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	More children are accessing PE within school due to differentiation in lessons.	Yes – children and teachers are educated and supported. New CPD is in place for September 2026	Children are engaged in lessons more and in a variety of different sports and exercises.	£500

Your Objective: To ensure lunchtimes have sufficient activities for children to partake in.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To ensure lunchtimes have sufficient activities for children to partake in.	Training provided for staff who are on duty. Coaches to support lunches	**Hope to see more children taking part in sporting activities at lunch. Targetting of some hard to reach students, who didn't attend clubs last year.**	Attendance registers
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	More children playing different sports. Behaviour is better as children are focused and enjoying a more structured lunchtime.	Yes – continue to keep structure throughout lunchtimes.	Children who are not as engage in sport have used new equipment and been engaged with others to begin to create games and learn new games.	£200

Your Objective: To improve the inclusive culture throughout PE.

	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 inclusive culture throughout PE.	Training for support staff. Timetabling of sessions.	All pupils on the SEND register taking part in high quality PE	Attendance registers.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	High level of children accessing SEND sports within curriculum time. SEND children learning new skills that can be applied to different sports and at break and lunchtimes.	Yes – support from PE lead and principal allow for children to access different sports and learn new skills.	Children with SEND accessing individualised session for PE	£0

Your Objective: To continue to have high level participation in various sporting events.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To continue to have high level participation in various sporting events.	Making stronger links with local schools. Attending tournaments. Creating a calendar of external events and targeting those appropriate for our students.	Another 25% of the school attending inter school tournaments.	Registers and pupil voice.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	High level of children accessing extra-curricular activities. More children (including SEND) participating and competing in external competitions.	Yes – support from PE lead and principal allow for children to enter and participate in all competition types.	Significant increase in participation – School Games	£2500 – SK PACE membership

Your Objective:

	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				

This page has been left blank for any notes or supporting information.