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

PE and sport premium monitoring and tracking form

- 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 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	**57% of pupils in year 6 can swim 25 metres.** Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be higher Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	**40% of pupils in year 6 can use a range of strokes effectively.** Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be higher Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	**45% of pupils in year 6 can perform safe self rescues.** Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be higher Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.

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	Rising Stars PE curriculum implemented. Children receive 1 hour of PE teaching and 30 minutes of fitness each week. Structured lesson plans ensure that staff are able to deliver lessons which involve a sound progression of skills. Pupil voice states that 76% of children enjoy PE lessons.	Some staff still report not feeling confident in delivering PE. Next year CPD needs to focus on the areas in which they are least confident.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Children are no longer timetabled at lunchtimes, but have free choice in terms of activities. Pupil voice states that enjoyment at lunchtimes has risen. In class movement increased due to use of Kagan structures, Unites etc Children are sitting behind their desks for shorter periods of time	Lunch time staff not as skilled in developing activity and engagement. There are no extra curricular clubs for KS1 at present.

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	Sporting achievements in and out of school are celebrated in assemblies. Visit from female student on soccer scholarship in USA Parental voice stated that sports day enjoyed by all children – and the parents many of whom participated	Not all pupils are active for 60 minutes a day 7 days a week.
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	Adventure day on site for Year 6 included archery, a climbing wall, laser tag and nightline. Extra curricular clubs this year included a girls' football club who played against other schools. Focus particularly on those pupils who do not take up additional PE and Sport opportunities	Not all pupils are active for 60 minutes a day 7 days a week.
5. Increasing participation in competitive sport	Boys and girls have participated in football tournaments. Some intra school competitive activities at lunch times	Continue to develop our competition provision.

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 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

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 25m	70% of Year 4 children able to swim a distance of 25m	We want this to be higher
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	52% of Year 4 children able to use a range of strokes effectively	We want this to be higher
3. Perform safe self-rescue in different water-based situations	67% of children able to perform safe self rescue	We want this to be higher

Aim	Why?	Key Area	Supporting evidence
Improve the quality of PE lessons	To ensure all children achieve and progress in PE and that enjoyment rates rise	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Increasing engagement of all pupils in regular physical activity and sporting activities Change lunchtime structure to maximize amount of time spent playing	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Complete PE's PA assessment.
Extend range of intra school and inter school competitive activities available to all children	To ensure that children are as active as possible at lunchtimes.	Increasing confidence of lunch time staff. Pupil leaders to ascertain pupil voice in order to plan activities.	Pupil voice

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 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: Provide PE CPD and support to all staff

	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)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included. PE resources updated to enable HQ teaching to take place.	85% of children enjoy PE lessons	Pupil voice
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Teachers report more confidence in the delivery of PE	Continued support from PE lead and United Learning PE lead	Pupil voice indicates that79% 0f children enjoy PE lessons	

Your objective: Drive physical activity levels

	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)	Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups. Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Increase the number and range of activities and clubs on offer Pupil Led Games, dodgeball, games, dance. Parent and child fitness club.Link to community hub. Implementation of new extra-curricular timetable. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders. Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play.	Increased participation in after school clubs	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Complete PE's PA assessment.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Wide range of extra curricular clubs involving activity – football split into girls and boys which has resulted in more girls participating. Observation shows that most children are active at lunch andplaytimes Dinner time staff aware of this target and are listening to children about what activities they want to do	Yes – continue pupil voice and utilise school council in this		

Your objective: Develop competition

	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)	Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	Arrange KS1 multi skills league for virtual competition against other local primary schools. KS2 little sticks competition hosted here and at other local school to engage all LKS2 in inter competition. Format to be flexible based on pupil engagement. See little sticks (golf) planning on Complete PE. Arrange house competition within classes to take place at the end of each unit to celebrate learning. Arrange all UKS2 to represent school through school games competitions and competition hosted here against other local primary schools. Format to change based on pupil needs see competition format.	In July 2025, 50% of KS1 had participated in an inter competition. Through the introduction of new competitions and formats we predict this will increase to 100% by July 2026. In July 2025, 65% of KS2 had participated in an inter competition. Through new KS2 competitions and opportunities we expect this to increase to 100% by July 2026. 100% of all pupils will compete once again in an intra house competition at the end of relevant units and during sports day.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Competition at dinner times has increased – pupils are increasingly able to set up small games, run and referee them themselves. Competition against other schools has not expanded due to staffing	Continue to gain pupil voice in order to identify the activities pupils want to participate in. Continue boys and girls football club – member of staff in house to take on on eof these		

Your objective: Strive to ensure all pupils meet the minimum requirement in swimming.

	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 top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Following our core curriculum and water safety lessons we will identify pupils for top-up swimming and make arrangements with swimming providers. We will use the PE and Sport Premium to fund top-up swimming. This will include the cost of transport for top-up swimming only.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term.	Swimming assessment reports and data.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Numbers of children reaching required milestones have improved in all areas.	Continue to provide extra lessons for children not meeting the standard.		

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