

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 (2025/2026)



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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>	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	85% (Sports Premium money not used for this)	N/A – Didn't go swimming
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	83% (Sports Premium money not used for this)	N/A – Didn't go swimming
3. Perform safe self-rescue in different water-based situations	90% (Sports Premium money not used for this)	N/A – Didn't go swimming

Review of the last academic year (2025/2026)



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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	EYFS teachers attended the Early Years Sport Conference and numerous attended session on integrating more physical activity into their curriculum. Feedback from the conference was extremely positive. Dance CPD for staff We have a dance specialist as part of our PE enrichment (not core delivery of PE). To support teachers in their delivery of dance, staff have worked with Caroline to improve their knowledge and skills in teaching of dance. Staff have reported greater confidence and competence in the teaching of dance in their own PE lessons making this investment sustainable for the future.	Many CPD opportunities were only available outside of school time making it difficult for staff to attend.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Active playtimes across the whole school. We used some money to replace broken playtime equipment. The equipment such as balls facilitates activity across KS2. We invested in a range of equipment and storage capacity for KS1. Items such as balance boards and stepping stones encourage play in different ways. Storage capacity protects equipment for future use and ensures long-term sustainability.	Buses continue to be a huge expense with a large amount of money spent on transport each year (£4295)

Review of the last academic year (2025/2026)



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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?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Participation in competitive sport outside of school. We strategically mapped out our attendance to events across the year to ensure all year groups and SEND pupils had access to sporting competition. We have been successful in achieving all of EYFS-KS1 To attend a competition. In addition, all of Y4 and Y6 were offered the opportunity to attend a competition and over 70% of Y3 and Y5 were able to attend events. This is an increase in attendance from last year in both numbers of pupils and events attended.	

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	N/A to our spending	N/A to our spending
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	N/A to our spending	N/A to our spending
5. Increasing participation in competitive sport	Sporting participation Reception, Y1, Y4, and Y6 - in these year groups 100% of children were offered the chance to participate in an out of school sporting opportunity with nearly all taking up the opportunity. Reception attended 2 events as a whole year group. Participation in competitive sport outside of school. We strategically mapped out our attendance to events across the year to ensure all year groups and SEND pupils had access to sporting competition. Over 70% of Y3 and Y5 were able to attend events. This is an increase in attendance from last year in both numbers of pupils and events attended.	There is an imbalance within phases of Y4s getting more opportunities than Y3s and Y6s getting more opportunities than Y5s. I have passed this on to the organisers of the CSSP events. Events organised in phases e.g 3/4 and 5/6 with stronger competitors typically coming from the older age group, or the level of challenge at the festival e.g. cricket/golf being more accessible to the older age group (Year 4 v Year 3).

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>	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	Swimming to be completed in Sept 2026.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

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	Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils Aim to invest in SEND provision, particularly sensory diet.	This will include: 1. Investment in resources for sensory diet to engage SEND children in daily physical activity 2. Attendance of SEND festivals to engage SEND children in wider sporting opportunities 3. CPD for our staff, particularly those who work closely with SEND children made available through our sports partnership.	Increased physical activity available daily for SEND pupils Increased confidence and competence of staff in adapting physical activities to meet needs of SEND pupils.	Training of staff to facilitate wider physical activity opportunities for SEND pupils. Log kept. Spending recorded on Sports premium tracker. Log of CPD attended when possible.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£500 (+ buy into CSSP for CPD £1500/term)

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 (Complete now and monitor)	Key indicator 1 – engagement of all pupils in regular physical activity. Girls PE/Physical Activity Target dependant on funding available.	CPD for staff Sharing of research www.gov.uk/..new-research-shows=seven-is-heaven Girls only equipment Timetable for girls only activity across KS2 at breaks	Increase in girls across KS2 participating in daily activity monitored by staff on break times. Positive responses from girls in pupil voice in relation to physical activity – particularly active playtimes to be collated in July 2027 by PE lead.	2015 study by YST identifies Y3 as the last year – the last academic year before the differences between boys and girls (in terms of confidence, body image and sports participation) start growing significantly.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£500 (+ buy into CSSP for CPD £1500/term)

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