

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 2025/26.
- 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	97%	1 child did not pass the 25m distance. He was absent for the last three weeks.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	97%	Same as above
3. Perform safe self-rescue in different water-based situations	94%	2 children were not able to achieve this award.

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	Premier Education provided year long CPD for staff. All teaching staff had at least 2 whole terms alongside the Coach and were able to observe, lead and team teach. This focused on areas in PE which staff felt less confident.	The PE coach changed three times in the academic year. This was due to staffing changes with the company.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Each class had 2 hours of PE a week. Clubs ran weekly in Football, PE, Musical Theatre, Nature, Chess	Not all children attended these activities.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	60 active minutes per week. This has been 120 minutes for children in school. Trained 30 children as playleaders – who lead active activities for children at lunch and break. Premier Sport lunchtime club. New goals and PE equipment available for all children to use at lunch/break. Get Ahead Cluster events – the school attended regular Get Ahead events and competitions. These included – World Cup Day, Cricket, Orienteering, Cross Country, Silent Disco, Skipping and Football intra activities. Inter school local cluster events for – Football (Humberside Cup Champions), badminton, Orienteering, cricket, athletics, cross country, scatterball, swimming.	Opportunities for indoor provision when the weather does not permit outdoor play.
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	Get Ahead Cluster events – the school attended regular Get Ahead events and competitions. These included – World Cup Day, Cricket, Orienteering, Cross Country, Silent Disco, Skipping and Football intra activities. Inter school local cluster events for – Football (Humberside Cup Champions), badminton, Orienteering, cricket, athletics, cross country, scatterball, swimming. Our offer for clubs is open for all children. Cluster events are open to all children and the school teams are open to different groups of children throughout the year.	As a school we would like to have more clubs available in school and these to be linked to local community clubs, to develop a lifelong pathway for children in the school.
5. Increasing participation in competitive sport	All of the children in UKS2 took part in competitive sports/ activities in this academic year. All children in Y1 and above were given the opportunity to take part in competitive activities against other schools in the local area. The school successfully competed in events in Football (Humberside Cup Champions), badminton, Orienteering, cricket, athletics, cross country, scatterball, swimming.	Aim to provide more competitive activities – whether these are inter or intra school. This will be done through attendance of events and in setting up events for the children in school to partake in.

Aims for the next academic year (2026/2027)



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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?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	To have over 90% of the next Y6 cohort who can swim over 25m.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	To have 90% or more children who can use these strokes effectively.
3. Perform safe self-rescue in different water-based situations	To have 90% or more of the cohort who can perform self-rescue.

Review of the last academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Ensure there is some physical activity and that this is building towards 2.5 hours of structured activities per week for ALL children. Ensure children have some opportunity for structured activity at lunch and break times.	To meet and surpass the DfE recommendation of at least 60 minutes of physical activity a week. To ensure all children are physically active and develop healthy habits for later life.	PE lessons prioritized in lesson timetabling. Ensure that there is PE provision which is inclusive to all groups, especially disadvantaged children.	Two 1 hour PE lessons a week. Active clubs and playleader events daily. Inter and intra school activities throughout the year.
High quality PE lessons delivered during curriculum time. Inter school competition available to all. Sports competitions within our cluster group. To deliver the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of physical activities to the rest of the school	To ensure that children develop their physical literacy. To ensure that children have the opportunity to take part in competitive events. To ensure that children have the opportunity to take part in competitive events. Develop opportunities for children to take on leadership roles in the field of PE and Sport.	Premier Sports – ongoing PE mentoring and CPD for all teaching staff. Get Ahead PE cluster partnership. Get Ahead PE cluster partnership. Training delivered by staff in school in the Autumn term.	PE lesson visits and monitoring of the subject throughout the year. See list of events and activities in section above. Gold School Games Mark achieved for the academic year, this is for the second year running. The school will now aim to achieve Platinum for the next academic year. Over 30 children in UKS2 trained as playleaders.
CPD opportunities for all teachers in the school to develop high quality PE provision for every child.	To ensure all staff are confident in delivering all activities in the PE national curriculum.	Premier Sports PE coaches ongoing CPD for all teachers.	PE timetables for the year indicate that all teachers have had at least two terms of PE CPD from a PE coach.
Develop provision for additional extra-curricular opportunities for all children, with a focus on disadvantaged children in the school (PP, SEN, LAC)	To ensure there are no barriers to attendance and participation.	Additional staffing and supervision. PP children offered funded places in clubs and events.	Increased rates for children across the school. More children with SEND and PP children attended clubs this year.

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 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

Your objective: Increased Daily Activity



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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)	1. Increase daily physical activity	Intro structured active playtimes, daily physical activity opportunities, movement breaks within lessons and active travel initiatives. Purchase equipment to support active lunchtimes.	Increased levels of physical activity across the school; improved fitness, concentration and engagement in learning.	Pupil surveys, activity timetables, behaviour logs, attendance data, staff observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	All children given opportunities to be active at break and lunchtimes (90 minutes per day).	This time is protected.	See daily timetables. Play Leader training.	NA

Your objective: Increased Extra Curricular Participation



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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)	Increase participation in extra curricular activities	Provide a wider range of clubs before and after school; subsidise places for targeted pupils; provide transport and equipment where needed.	Increased participation rates from all pupil groups and reduced barriers to access.	Club registers, participation data by group, pupil voice surveys, case studies.
Evaluate (Complete in July)	Are participation rates higher across the school?	Review clubs list and offer for all children.	% of children attending extra-curricular clubs increases. Especially for disadvantaged children.	

Your objective: Improve Quality of PE teaching



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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)	Improve the quality of PE teaching.	Employ specialist coaches for the first term to work alongside teachers; provide CPD linked to curriculum delivery, assessment and inclusion.	Increased teacher confidence and competence, leading to higher-quality PE lessons and improved pupil progress.	Employ specialist coaches for the first term to work alongside teachers; provide CPD linked to curriculum delivery, assessment and inclusion.
			Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Develop health and wellbeing opps



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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)	Develop pupils' health and wellbeing through giving them opportunities to take part in regular, structured and high quality physical activities.	Use sport to develop teamwork, leadership and self-esteem; introduce sports leaders and wellbeing-focused activities; provide opportunities for competition and challenge.	Improved confidence, resilience, teamwork and positive attitudes towards school and physical activity.	Pupil voice, behaviour records, leadership participation records, staff observations.
	What impact have you seen?			
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Sustainable Opps for children in Sport



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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)	Create sustainable opportunities for lifelong participation in physical activity and sport.	Refresh PE equipment, develop sports leadership roles, establish links with local sports clubs and embed a progressive PE curriculum.	Pupils develop positive attitudes to physical activity and continue participation beyond school; sustainable improvements remain after funding ends.	Equipment audits, curriculum documentation, club links, increased community sports participation.
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here