

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



- 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 focussed 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	Pupils are enthusiastic about swimming and general water confidence has improved. Children have made great progress with many who wouldn't even get into the water, able to do so. Tracking recorded of swimming levels achieved.	Pupils are restricted in progress by the cost of swimming as well as the time-allotted from the leisure centre to do so. 30-minute sessions despite more swimming teachers still does not give the children adequate time to improve. Tracking recorded of swimming levels achieved.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Being able to secure 3 swimming teachers instead of 2 previously has meant that more pupils are able to get smaller group tuition. Tracking recorded of swimming levels achieved.	A large portion (Over 80%) of our pupils do not receive swimming lessons outside of school and are not water confident. Progress that is made within 6 weeks of lessons may be lost as many pupils are starting from a very baseline level. Tracking recorded of swimming levels achieved.
3. Perform safe self-rescue in different water-based situations	Some of the pupils (mostly those who receive tuition outside of school), have the opportunity to learn self-rescue from the deep end due to now having 3 swimming teachers. Tracking recorded of swimming levels achieved.	Many of our pupils are not at a level to perform any level of self-rescue. Tracking recorded of swimming levels achieved.

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.	Members of staff who have been focused upon in the past year e.g. RT, KH and HH are more confident at doing their own PE lessons as well as leading after-school clubs and active lessons. Other members of staff can lead P.E. confidently and effectively with enjoyment and participation at the heart of their lessons.	There is a shortfall in the availability of training whether that is online or not. Lots of training has prerequisites that are not feasible or they demand lots of time which staff cannot commit to due to their roles.
2. Increasing engagement of all pupils in regular physical activity and sporting activities.	Most/all pupils are active for 10 minutes before school, 15 minutes at break time, 30 minutes at lunch time and 10 minutes as an afternoon break (movement/brain break). This is in part due to the changing ethos of the school towards active learning as well as the implementation of better equipment that is more widely available for all pupils.	This was obstructed due to flooding on many occasions, and due to flooding indoor lessons had to be heavily restricted as the school's hall, which is usually used to indoor P.E., had to be utilised from October to July due to flooding damage.
3. Raising the profile of PE and sport across the school, to support whole school improvement.	The number of pupils participating in clubs has increased with a greater percentage of those in clubs from Pupil Premium or Girls.	Several events this year had to be postponed or cancelled due to flooding meaning space and resources were stretched.
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.	Staff are more able to adapt lessons to particular children whether that be due to SEND, illness or attainment, so that all pupils can have a greater chance of success.	Several high-cost pieces of equipment and resources were damaged beyond repair due to flooding. This meant for a while in the year, resources were limited as they had to be replaced.
5. Increasing participation in competitive sport.	The school entered and participated in more SGO events and other events than any other year. Overall participation throughout Key Stage Two was high with more than 90% representing the school outside of school.	Staffing remains an issue to ensure that participation can occur against other schools. A few football fixtures in particular had to be cancelled due to flooding.

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 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	81%	Pupils are still restricted in progress by the cost of swimming as well as the time-allotted from the leisure centre to do so. 30-minute sessions despite more swimming teachers still does not give the children adequate time to improve. Pupils would benefit from being able to swim every year for more than 6 weeks but the price of this is excessive. Tracking recorded of swimming levels achieved.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	36%	A large portion (Over 70%) of our pupils do not receive swimming lessons outside of school and are not water confident. Progress that is made within 6 weeks of lessons may be lost as many pupils are starting from a very baseline level. Tracking recorded of swimming levels achieved.
3. Perform safe self-rescue in different water-based situations	100%	Many of our pupils are not at a level to perform any level of self-rescue. Tracking recorded of swimming levels achieved.

Aim	Why?	Key area	Supporting evidence
To improve the quality of teaching and extra-curricular activity.	To make the provision at school more likely to attract increased activity and engagement.	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	- Baseline vs. end-of-year staff confidence surveys. - Lesson observation logs showing high-quality PE delivery. - Increased number of upskilling teaching assistants and teachers.
To improve the variety of provision in break times, P.E. lessons and extra-curricular activity.	To meet school aims, to improve school behaviour and to inspire children to seek to be active more outside of school.	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 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.	- Introduction of new sports. - Audit of playground equipment and structured lunchtime activity rotas. - Pupil voice surveys showing increased satisfaction with break-time choices.
To provide opportunities to SEND, girls and disadvantaged pupils for after-school and out of school provision.	As girls in particular are known in school as the least active. Disadvantaged children often lose out as transport cannot be provided to get them home from after-school clubs.	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	- Attendance registers for after-school clubs disaggregated by demographic (SEND, PP, Gender) - Setup of bespoke clubs - Subsidized or free transport/kit provisions for disadvantaged pupils.
To have a higher percentage of children pass the necessary level of swimming and water safety at Year 6.	Our pass rate in previous years has been below national average and children who have left the school have reported back to us that they have struggled when swimming at Key Stage 3.	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	- Year 6 swimming attainment data (percentage able to swim 25m confidently) - Tracking sheets for top-up swimming sessions provided to struggling pupils. - Certificates achieved in safe self-rescue techniques.

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 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)



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Your Objective 1

	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 quality of teaching and extra-curricular activity.	Provide staff CPD, coaching, team-teaching opportunities and access to high-quality PE planning and assessment resources. Monitor teaching through observations and staff voice.	Consistently high-quality PE lessons, increased staff confidence, greater pupil engagement and increased participation in clubs and physical activity.	Lesson observations, staff surveys, CPD records, pupil voice and club participation data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Improved confidence and consistency in PE delivery across the school. More of our clubs have become general sports clubs giving staff the opportunity to use a variety of equipment rather than having a 'Football Club'. This has seen participation numbers remain higher than normal. This has also resulted in more of our staff seeking to use our own resources on PrimaryPEPlanning as CPD for exciting new sports.	Resources, planning and staff expertise remain in school and can be used to support new staff. Unfortunately, one of our staff members is leaving and will not be at school in September. Her expertise in rugby, dodgeball and fitness will have to be found in other members of staff which may take time.	Staff voice, monitoring records and participation data.	£10000 Costs spent cross over between different objectives.

Your Objective 2



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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	To improve the variety of provision in break times, P.E. lessons and extra-curricular activity.	Develop our young leaders programme providing training, Range of equipment, Youth voice activities to understand pupils wants.	A confident activity leader that can lead activities for groups of children. Lunchtime staff able to lead activities and be a role model for active break. A playground that meets the needs of all pupils especially girls, disadvantaged children and SEND.	Pupil voice and group discussions with pupils particularly those that are less active at break times. Conduct regular observations of the playground to gauge activity levels of the least active children.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost	
Evaluate	Activity leaders can lead activities when they are prompted to but more often than not this is not as affectual as I would like it to be. Some staff have grown in their confidence to lead activities but often staff absence, dysregulated children and 1:1's do not provide enough opportunities for them to lead activities. Lunch times are more active with children having fun but sometimes the equipment is not utilised as it could be as some staff report that some children, particularly in Key Stage 1 do not interact well with the equipment. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Some of the improvements are sustainable but others will not be. Due to staffing from September, it is less likely that 1:1 staff will be able to help deliver active breaks, relying more on young leaders to do so. Training will continue and new resources are available for young leaders so this should help. We will continue to listen to our target pupils and tailor activities to their needs and wants. Work with least active girls to create activities that are meaningful and enjoyable for them.	Meetings have shown all leaders feel positive and enjoy making delivering activities 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? 80% Yes	£7000 Costs spent cross over between different objectives.	

Your Objective 3



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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	To provide opportunities to SEND, girls and disadvantaged pupils for after-school and out of school provision.	Identify target pupils, subsidise places where required, provide inclusive clubs and work with families and community providers to increase participation e.g. provide Pupil Premium children who rely on transport the option to stay for after-school clubs and get a bus later.	Higher participation rates for SEND, girls and disadvantaged pupils, leading to improved confidence, wellbeing and engagement with P.E and school sport.	Club registers, pupil premium/SEND participation tracking and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Target groups are better represented in clubs and sporting opportunities. More children are widely participating in regular P.E. lessons with adapted equipment available from spending on the Sports Premium. Lower classes in school have really been looking to develop multi-skills and the children's progress with other areas of the curriculum such as writing and sitting have been clear.	Improved relationships, inclusive practice and established club pathways can continue year on year. Bus transport being available later so children who are Pupil Premium can still do club is a sustainable adjustment. Creating exciting new clubs as well as keeping clubs to a general name such as 'Sports Club' has improved in numbers as the activities are adapted week on week. Participation in many clubs is higher for girls than boys.	Attendance records in P.E. lessons and after-school clubs, participation data and case studies of specific individuals.	£1000 Costs spent cross over between different objectives.

Your Objective 4



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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	To have a higher percentage of children pass the necessary level of swimming and water safety at Year 6.	Provide additional swimming sessions, targeted catch-up lessons and water-safety education for pupils below expected standards.	A greater proportion of Year 6 pupils achieve National Curriculum expectations for swimming and water safety.	Swimming assessments, progress tracking and provider reports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The impact of using our own school funding to aid school swimming goals has been helping after two years of implementing this. However, poorer swimmers entering Year 6 are not being intercepted quickly as the top-up funding for swimming is not sufficient. We should see more pupils meet the expected swimming standard by the end of Key Stage 2 but unfortunately this is mostly from pupils who swim outside of school.	Annual tracking identifies pupils needing more support and informs future provision but the overriding data from previous years and this year suggests that funding swimming more from an earlier age would help more of our Year 6's pass into high school being a sufficient swimmer.	Swimming data and end-of-year outcomes.	£1500 Costs spent cross over between different objectives.

Category	Specific Area	Example	Autumn (£)	Spring (£)	Summer (£)	Yearly (£)
CPD	External CPD	PE conference or external provider training		950.00		
	CPD to deliver swimming and water safety lessons	Swim England course for staff		75.00		
	Internal CPD	Staff PE twilight sessions				
	Inter-school CPD	Joint training with local schools				
	Online CPD	Webinars or modules completed online				
	External Coaches CPD	Upskilling staff by utilising an external multi-sport coach				
	External courses	Inclusion or mental health training				
	Internal Learning & Development	Peer observations or internal workshops				
	Online training	Access to PE online CPD platform		995.00		
	Total CPD Spend		0.00	2,020.00	0.00	2,020.00
Internal Activities	Internal sport competitions	Sports day, house tournaments			28.60	
	Top-up swimming and water safety (internal provision)	Targeted lessons (including transport costs) for pupils identified who are struggling to meet national curriculum swimming requirements following the completion of core-lessons			884.00	
	Active travel initiatives	Walk to school campaign				
	Equipment and resources (internal use)	PE equipment: balls, nets, bibs	62.50	490.00	4,799.57	
	Internal membership fees	afPE, YST, School Sport Partnership			594.00	
	Internal educational platforms	Digital curriculum resources				
	School-based extra-curricular clubs	Lunchtime or after-school clubs				
	Total Internal Spend		62.50	490.00	6,306.17	6,858.67
External Activities	External inter-school sports competitions	Competitions organised by SGO			730.00	
	Activities by SGOs	Festivals, workshops, or CPD by SGO		440.00		
	Equipment and resources (external use)	transport, kit for external event, purchase of specific equipment to be able to attend	1,000.00	522.88	473.86	
	External coaching staff	Hired coaches for specific sports	360.00			
	Other external activities	Providing opportunities (including extra-curricular) for children to enable them to access other sporting activities or specialist sport instruction			2,605.00	
	Total External Spend		1,360.00	962.88	3,808.86	6,131.74
Overall Totals	Total Funding Received	(Insert total from DfE)				16,890.00
	Total PE & Sport Premium Spend					15,010.41
	Total Remaining					1,879.59

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