



PE and sport premium monitoring and tracking form *2025/2026*



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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 (2024/2025)



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

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	Continued for specialist coaches/teachers to upskill staff to increase confidence to plan and teach high quality lessons.	-To continue to upskill staff to facilitate team games. To prioritise training for staff, when needed, for different groups such as PPG and SEND children.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The regularity of children carrying out physical activity and the additional extra curriculum on offer.	-To explore more workshop opportunities and ensure equal engagement to sport for boys and girls.

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	Developed learning organisers for KS1, to raise the profile of PE, to ensure clear progression and implement defines milestones to support assessment points.	- The staff and pupil confidence of vocabulary used in PE and sport across the different year groups.
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	Continued to broaden range of physical activities during lunchtime for children to have extra curricular activities. Children to play football competitively, and cooperatively, at lunchtimes. Continued to broaden range of physical activities, to include dance and links to whole school topics. Specialist coaches covered a range of skills such as teamwork, sportsmanship and a range of ball skills. Children had the opportunity to participate in a external workshop (African dance workshop).	-To engage girls to ensure greater involvement within a range of sports. -To continually review storage of equipment and to ensure understanding of cohort needs. -Continue to ensure review of equipment for SEND and PP children to ensure they can access different skills.
5. Increasing participation in competitive sport	Collaboration with specialist coaches to organise Sports Morning that is inclusive to all children, and showcases a range of skills.	-To continue to work in collaboration with specialist coaches for participation in Sports Morning. To be more streamlined to ensure children spend greater time participating, and less time waiting.

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

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*

Your objective:



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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	<i>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</i> Develop lunchtime play provision to increase activity with specialist coaches.	Fund specialist coaches to support physical activities during lunchtimes. To provide opportunity for all children focusing on ball skills and increase pupils' participation.	Continue to broaden range of physical activities during lunchtime for children to have extra curricular activities. Children to play football competitively, and cooperatively, at lunchtimes.	Staff feedback from observation on playground.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Lunchtimes are more active whilst children continue to have fun. Activity options have been tailored to suit the needs of the pupils. Children understand team games and build upon their sportsmanship and team work. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the style of games played.	Specialist coaches have supported during lunchtimes 4 sessions a week and have enabled all children to engage with additional physical activities. Continue to support SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls during these lunchtime sessions.	Staff feedback: "The sessions are well organised and great for developing ball skills" Observing the use of equipment and catering for all abilities. <i>In the End of Year 2 assessments 91.2% of pupils are secure in "understanding how to cooperate in team games". 96.9 of girls achieved this compared to 84% of boys.</i>	Specialist Coaches at lunchtime sessions: £3285

Your objective:



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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	<i>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i> Improve pupil attainment in PE through consistently high-quality teaching.	To continue for specialist coaches to upskill staff with high quality planning, accessing recourses and guided expert support. Staff to support pupils in the use of peer review to evaluate and improve.	Staff to continue to feel confident in facilitating team games and PE opportunities. Continue to have a high attainment level across all areas of PE assessment tracker. Increased opportunities for high-quality practice and feedback.	Learning organisers Tapestry observations Foundation Subject Tracker data for Key Stage One Early Learning Goal Gross motor for Reception.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Specialist coaches/teachers have ensured expose for all children to a range of sporting activities. All teaching staff have had the opportunity to have been upskilled and have the confidence to teach and assess children in PE. All groups of children have been included in dance by the specialist teacher. Improved curriculum progression and sequencing across PE, through the use of learning organisers. School staff are able to use knowledge gained to enhance planning, including interventions, as necessary	To continue to upskill staff to facilitate team games, and PE Lead to monitor planning & delivery, including pupil voice regularly. To continue to use the PE learning organisers to support planning and delivery. To identify the tier vocabulary for each year group to deliver in sessions. To continue to focus on the attainment of girls through high quality teaching.	PE: Foundation Subject Tracker Data <i>At the End of Year 1 assessment</i> 23.7% of pupils are mastery in "Follow simple instructions" in PE sessions and 96.6% achieved secure or above. 93.2% of pupils are secure in "Being aware that there are rules in a team games" and within this, 90.3% of girls achieved this compared to 96.4% of boys. <i>At the End of Year 2 assessment</i> 94.7% are secure in "Understanding the rules of a variety of team games and be able to work within this", 100% of girls achieved this compared to 88% of boys.	Specialist coaches: £12,190

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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	<i>Raising the profile of PE and sport across the school, to support whole school improvement</i> Increase pupil engagement across all groups through workshops that are inclusive to all.	To book at external workshop to cater for a wide range of experiences in the school. Deliver hands-on workshops prioritising active participation and curiosity for all children.	Use the workshop to strengthen motivation and enjoyment. Pupils to understand how physical activity can improve emotional regulation and physical needs.	Booking a workshop (Skipping Workshop) and recording observations (Tapestry). PE foundation subject assessment tracker
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Evidence of a workshop that incorporates girls, and increases their enjoyment. The skipping workshop strengthened personal motivation and the celebration of effort. It allowed pupils to also explore mindfulness and mental wellbeing through active sessions.	Follow up resources and framework from the workshop purchased for staff to continue actively skipping with pupils, especially girls. Need for continued training with midday supervisors to continue using the skipping ropes on the playground.	Pupil enjoyment is high and evidenced through feedback for the workshop. Pupil voice- "The workshop is fun and made me happy". Feedback from a staff member: "The children enjoyed the workshop and learning new skills". PE: Foundation Subject Tracker Data At the End of Year 1 assessment 93.2% are secure in "becoming aware of the changes to their mental and physical state when they exercise". Within this assessment, 93.3 % of girls achieved this. At the End of Year 2 assessment , 94.7% are secure in "saying how their body feels after exercise and why it is important for good health".	Skipping workshop: £240 Skipping ropes £375

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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	<i>Increasing engagement of all pupils in regular physical activity and sporting activities.</i> Expand PE equipment to support inclusive participation.	Provide children with a range of equipment that caters for certain groups of pupils such as SEN, PPG and girls. Staff to become confident with the use of the equipment and maintain high expectations regarding inclusivity.	Support with the physical and mental wellbeing of all pupils, focusing on targeted equipment with certain groups, to boost self esteem with physical movement.	Tapestry Observations Equipment being purchased
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils across all groups have taken part in PE and used equipment to enhance their PE skills and abilities. Equipment purchased to enhance all children's abilities and skills. Skipping ropes purchased to support girls enjoyment further. Staff are becoming more familiar with equipment and can adapt the equipment for the needs of pupils.	To continue to outline the gaps and from this target purchases that are needed. To continue to inspire pupils to consider the full range of sports, and have opportunities to explore and try. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them.	Pupil enjoyment is high and evidenced through feedback for different equipment. Tapestry Staff feedback <i>"The equipment is useful for developing skills"</i> <i>"The rotation of activities with equipment tailors for different skills and needs"</i> <u>Reception Early Learning Goal- Gross Motor:</u> <i>At the End of EYFS assessment</i> 96.7% are secure in gross motor skills.	Sports Equipment: £1025 including skipping ropes.

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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	<i>Increasing participation in competitive sport</i> Increase pupil enjoyment and engagement during Sports Morning through a variety of activities.	Throughout PE sessions in the year, children to be exposed to engaging team-based activities. These activities to be featured in Sports Morning activities. Sports morning to be run by specialist coaches with activities tailored to ensure inclusive of all groups.	Engagement in physical activity and a range of skills in Sports Morning to showcase different skills learnt throughout the year.	Observation of Sports morning Feedback from staff and governor
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupil show greater engagement in physical activity and a range of skills shown throughout sports morning. Children supported to encourage others and value of participation. All children included in Sports Morning to show their own ability and progress throughout the year, including PPG and SEN children.	Continue to work with specialist coaches to facilitate the different activities in Sports Morning to be inclusive to all groups.	Observation of Sport Morning Feedback from PE and Sports Premium Governor <i>"Sports morning was well organised and the children enjoyed the morning".</i>	Specialist Coaches for Sport Morning: £450