

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



- 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	90.6% 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 100%. 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)	95% 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 100%. 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	92.8% 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 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.

Review of the last academic year (2025/2026)



association for
PHYSICAL EDUCATION



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	Teachers worked alongside PE specialists to develop subject knowledge and confidence in delivering high-quality lessons. Tennis and hockey coaching. Staff CPD focused on progression of skills, assessment and inclusive practice. Use of Getset4PE to support teaching	Some staff still lacked confidence when teaching less familiar sports such as gymnastics and dance. New staff required additional support and mentoring to develop confidence in PE delivery.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Active playtimes increased opportunities for daily physical activity. A range of lunchtime equipment encouraged more pupils to be active. Introduction of OPAL play increased opportunities for daily physical activity.	Some pupils, particularly girls in upper KS2, were less likely to engage in active play during break and lunchtime. Activity levels reduced during periods of poor weather.

Review of the last academic year (2025/2026)



association for
PHYSICAL EDUCATION



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 were celebrated through assemblies, newsletters and social media. PE became a regular feature of whole-school events and celebration assemblies. Sports leaders promoted physical activity throughout the school. Continued access to PE partnership with access to a range of different PE events	Greater pupil leadership opportunities could have been developed.
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	Pupils accessed activities beyond traditional sports such as archery, dance, athletics and NERF wars. Increased opportunities were provided for girls, SEND pupils and disadvantaged pupils. Girl only gymnastics club. Positive pupil voice demonstrated enjoyment of new activities.	Some clubs reached capacity quickly, limiting places.
5. Increasing participation in competitive sport	More pupils represented the school in inter-school competitions. Participation included children from a wider range of backgrounds and abilities. Pupils demonstrated improved teamwork, resilience and sportsmanship.	Competition opportunities for younger pupils could be increased.

Aims for the next academic year (2026/2027)



association for
PHYSICAL EDUCATION



- 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	At the end of year 4, 80% of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 4, 80% of pupils could use a range of strokes effectively.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue in different water-based situations	At the end of year 4, 60% of pupils could perform a safe self rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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: Staff CPD



association for
PHYSICAL EDUCATION



	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 teacher confidence and subject knowledge in PE.	Specialist coaching support. Team teaching opportunities. Staff CPD meetings. PE lead lesson observations and feedback.	Teachers deliver more effective lessons and pupils make better progress	Staff surveys, lesson observations, planning scrutiny and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Active Lunchtimes



association for
PHYSICAL EDUCATION



	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 daily physical activity for all pupils.	Playground leaders. Additional equipment. Structured lunchtime activities. Active play zones.	More pupils active at break and lunchtime, particularly less active groups.	Pupil questionnaires, behaviour records and observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Girls' Participation



association for
PHYSICAL EDUCATION



	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 and enjoyment of physical activity among girls.	Girls-only clubs. Pupil voice discussions. Sports leadership opportunities. Promotion of female sporting role models.	Greater participation and confidence among girls.	Club registers, surveys and pupil interviews.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Wider Sporting Opportunities



association for
PHYSICAL EDUCATION



	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 a broader range of activities.	Introduce new sports. Use specialist coaches. Organise enrichment days. School PE partnership.	Increased participation and engagement from a wider range of pupils.	Attendance records and pupil surveys.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Competitive Sport



association for
PHYSICAL EDUCATION



	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 opportunities to participate in competitive sport.	Attend local competitions. Create intra-school competitions. Develop school sports teams.	More pupils represent the school and develop positive sporting attitudes.	Competition records and participation figures.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

This page has been left blank for any notes or supporting information.