

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

Commissioned by



Department
for Education

Created by



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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.

Swimming and Water Safety	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	The majority of Year 6 pupils met the national curriculum expectation of swimming 25 metres competently, confidently and proficiently. 90% of Year 6 are able to swim at least 25m.	Some parents withdraw their children from swimming. Only having a 6 week block for swimming for each year group in a year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The majority of Year 6 pupils demonstrated competence in a range of swimming strokes, including front crawl, backstroke and breaststroke. High-quality instruction and targeted support improved stroke technique, confidence and efficiency, enabling pupils to meet the expected national curriculum standard.	A small number of pupils did not consistently demonstrate effective technique all three strokes. Some lacked confidence when performing less familiar strokes.
3. Perform safe self-rescue in different water-based situations	Pupils showed increased confidence in recognising and responding to potential water hazards. Water safety lessons successfully developed pupils' awareness of how to stay safe in and around water.	Limited swimming lesson time reduced opportunities to practise and reinforce self-rescue skills.

Plan, monitor and evaluate (2025/2026)



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Example objective shown below is for reference purposes only:

	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 CPD 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 OPAL - £8000

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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	Staff accessed targeted CPD based on identified needs – attended the PE conference. Team teaching and mentoring supported professional development – specifically targeted cricket with Chance to Shine coaching. Teachers worked with cricket coach. TA's attended Rugby coaching festivals and were able to identify coaching strategies. TA's coached Balance Bikes and took the Year 1 pupils to a festival.	Coaching and mentoring opportunities were limited due to staffing and availability of coaches. A limited variety of sports offered for CPD opportunities.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	More pupils participated in physical activity throughout the school day – all classes take part in the daily mile. All pupils from EYFS to Year 6 competed in the London Mini Marathon in school – 2km. A wider range of sporting opportunities were offered – Balance Bike Festival, London Mini Marathon, Orienteering, Hockey Carnival, Rugby Festival, Glow in the Dark Dodgeball. Physical activity became embedded within the school culture – sporting achievements are celebrated at Celebration Worship, on the PE Board, noticeboard, newsletter and social media.	Not all staff are interested in offering sport as an extra-curricular activity as it is not their skill set.

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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	Whole-school participation in sporting events increased – London Mini Marathon in school. PE and sport were promoted as an important part of school life - PE achievements, competitions and sporting events are celebrated regularly in collective worship, newsletters and on the school website, increasing the visibility of sport across the school. Pupils are desperate to stand up in Collective Worship when They have participated.	Competitive opportunities varied between year groups - participation records showed that some year groups attended more festivals and competitions than others due to scheduling. Communication between staff about PE initiatives was inconsistent.
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	Boys and girls had equal opportunities to participate – girls only events included a hockey carnival and a bi-weekly football league. Club registers and competition entries showed balanced participation across a range of sports, with activities promoted equally to all pupils – Girls – 65 girls Boys – 96 boys SEND – 31 children PP – 37 children	Not all pupils accessed the full range of activities offered –some pupils were invited to take part and withdrew due to personal reasons.
5. Increasing participation in competitive sport	A wider range of competitions was accessed - Balance Bike Festival, London Mini	Staffing and balance between being in school and out of the classroom can

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?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

Review of the last academic year (2026/2027)



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Aim	Why?	Key Area	Supporting evidence
Add text here	Add text here	Add text here	Add text here
Add text here	Add text here	Add text here	Add text here
Add text here	Add text here	Add text here	Add text here
Add text here	Add text here	Add text here	Add text here
Add text here	Add text here	Add text here	Add text here

Plan, monitor and evaluate (2026/2027)



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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*

Overview

The amount of PE and sport premium received	19,530
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Previous Year

The amount of PE and sport premium received	19,570
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