

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



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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	The provider for the swimming sessions changed. The new sessions included coaches who were in the water. This provision supported those with no previous experience of swimming. Rapid progression was made by these swimmers.	To ensure successful deepening of skills extra sessions were purchased. This built on previous year's development.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In the new setting a focus on stroke development allowed secure use of strokes	As above
3. Perform safe self-rescue in different water-based situations	Again, the secure teaching of self-rescue supported learners. Also provision of	This session had to be revisited to increase success rate.

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	The consistent use of the paid-for PE scheme ensured secure subject knowledge and high-quality lesson delivery across year groups. Staff followed the scheme confidently, resulting in well-structured lessons and improved consistency in teaching practice. Learning walks and pupil voice indicated that lessons were more focused, progressive and aligned with national expectations.	Engagement with the online CPD modules linked to the scheme was limited, meaning staff did not fully access opportunities to deepen their pedagogical understanding. Monitoring records showed low completion rates for the training, and staff feedback highlighted a lack of confidence in some areas of skill progression that the online modules were designed to address.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Introducing a wider range of new physical activity opportunities during curriculum PE lessons significantly increased pupil engagement. Observations and pupil voice showed that the variety of activities sparked interest, particularly among pupils who had previously been less enthusiastic. Teachers reported higher levels of participation and enjoyment during these sessions.	Engagement in out-of-hours sports clubs remained lower than expected, despite the increased offer. Attendance registers showed inconsistent participation, with some groups—particularly less confident pupils—attending infrequently or not at all. This indicates that while in-lesson provision improved engagement, this did not yet translate into sustained involvement beyond curriculum time.

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	Pupil enthusiasm during PE lessons noticeably increased, particularly in sessions where new activities or high-energy tasks were introduced. Learning walks and pupil voice reflected a positive shift in attitudes, with pupils speaking more confidently about PE and showing greater motivation to participate.	Opportunities to embed physical activity more widely across the curriculum were not fully realised. Monitoring of wider classroom practice showed that many lessons remained predominantly sedentary, with limited use of active learning strategies. This indicates that the raised profile of PE has not yet translated into whole-school active approaches.
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	Opportunities shared with the school—such as new activity options and external sporting events—were embraced by staff and pupils, resulting in a broader range of experiences for both boys and girls. Participation records and pupil feedback showed increased interest across groups, indicating that the expanded offer supported more equitable access.	Staff did not consistently seek out additional opportunities beyond those already provided, limiting the potential breadth of experiences available. Monitoring of planning and staff feedback highlighted a reliance on pre-shared opportunities rather than proactive exploration, meaning some pupils may have missed out on further enrichment.
5. Increasing participation in competitive sport	The competitive sporting opportunities that pupils engaged with were highly successful and helped develop strong teamwork skills. Participation records and staff observations showed pupils demonstrating improved collaboration, resilience and pride when representing the school, indicating that involvement in competitive events had a positive impact.	Opportunities to broaden competitive participation across the whole school community were limited. Monitoring of club attendance and event sign-ups showed that only a small proportion of pupils accessed competitive experiences, suggesting that the current offer does not yet fully support whole-school involvement.

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:
 - 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*
 - Increasing participation in competitive sport*

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	Provision by the provider who shared incentive 4 funded sessions out of school for those who were identified as requiring extra provision in readiness for year 6. These included those with SEND and disadvantaged. Rapid progress identified by those who engaged 14 Year six children attended swimming lessons, 1 was unable to access. 11 of these children can swim competently, confidently and proficiently over a distance of at least 25 metres.	14 Year six children attended swimming lessons, 1 was unable to access. 11 of these children can swim competently, confidently and proficiently over a distance of at least 25 metres.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Secure teaching of strokes. Increasing confidence to perform strokes. Coaches in the water to support effective use of strokes 11 children can a range of strokes effectively.	

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To expand pupils' access to varied and engaging physical activities and sports.	To foster a lifelong love of movement and healthy living by developing pupils' confidence, coordination, and social skills in an inclusive and supportive environment.	4	We used the PE premium funding to bring in specialised sports coaches to deliver high-quality sessions in rugby, football, gymnastics and top-up swimming. Working alongside teaching staff, these coaches provided practical training and expert guidance that strengthened staff skills and confidence as part of ongoing CPD. Their input ensured pupils received professional instruction, helping them develop confidence and ability across a range of physical disciplines.
To ensure all pupils can access high-quality physical activity and sports opportunities.	Enter inter school activities. To address limited local provision by using PE premium funding to remove participation barriers, strengthen physical literacy, promote teamwork, and foster positive attitudes towards active, healthy lifestyles from an early age.	1, 2, 4, 5	We offered targeted support so all pupils, including those with limited experience, could take part fully. We also purchased sports clothing to ensure pupils represented the school with a unified and professional appearance at external facilities and competitions.
To strengthen the quality and consistency of PE teaching by implementing the Real PE curriculum and providing staff with access to high-quality online CPD.	To equip staff with the skills and confidence to deliver an inclusive, progressive PE curriculum that builds pupils' physical literacy and supports lifelong participation in physical activity.	3	Evidence showed improved physical skills, confidence, and participation through pupil progress records, alongside strong attendance across PE sessions, clubs, outdoor learning, and competitions. Pupil and parent feedback reflected increased enthusiasm and engagement, while photos and videos from outdoor learning and events demonstrated active involvement and the range of opportunities provided.
To build sustainable, high-quality PE provision by embedding specialist expertise within staff practice and strengthening long-term opportunities for pupils to stay active.	To sustain high-quality PE by developing staff expertise and creating lasting local and competitive opportunities that support pupils' long-term health and wellbeing.	1,3,5	Evidence showed that staff confidence and lesson quality improved through the sustained use of specialist-led CPD, enabling consistent delivery of high-quality PE. Regular use of local outdoor environments and increased competitive opportunities demonstrated that pupils remained actively engaged, supporting long-term participation and wellbeing.

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*

	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)	To provide an active lunchtime offer that brings mixed-age pupils together through structured activities that promote teamwork, positive social interaction, and healthy sporting competition, while increasing daily physical activity and building pupils' confidence and skills.	Sports coaches delivered structured lunchtime provision three times a week, ensuring every pupil accessed at least one active session weekly. Activities were team-based and designed to engage mixed-age groups, promoting cooperation, positive social interaction, and healthy sporting competition.	Lunchtime coaching is expected to strengthen pupils' cooperative play, with structured team activities helping them develop communication and shared problem-solving. These skills should increasingly transfer to unstructured lunchtimes, where pupils can independently organise games and sustain active, inclusive play without coach support.	Evidence will be gathered through observations of pupils increasingly engaging in cooperative, team-based play during coached sessions. It is anticipated that further observations at unstructured lunchtimes will show pupils beginning to independently organise games and sustain positive, active play without coach support.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Lunchtime coaching has had a highly positive impact on pupils' physical activity levels, teamwork and social development. Pupils engaged enthusiastically in the structured activities and participation rates remained consistently high throughout the year. Mixed-age sporting opportunities helped pupils develop cooperation, communication and leadership skills, whilst also improving confidence and resilience. Staff observed greater levels of purposeful play and increased independence, with pupils increasingly organising and managing their own games during unstructured lunchtime periods	The improvement in pupils' confidence, teamwork and understanding of games will continue beyond the funded period. Staff have observed pupils independently organising games and applying skills developed through the coached sessions. However, because Sports Premium funding has ended, the current level of lunchtime coaching cannot continue without alternative funding or staffing arrangements. Resources purchased through the programme will continue to support active play and help sustain participation	· Lunchtime observations showed increased levels of active participation. · Reduced incidents of low-level lunchtime disruption during coaching sessions. · Positive pupil voice regarding lunchtime activities. · Increased engagement from pupils who were previously less active. · Staff reports highlighted improvements in teamwork, communication and independent organisation of games. · Consistent attendance at lunchtime provision throughout the year.	£2625



	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)	To provide high-quality lunchtime resources that help pupils practise and apply skills from coached sessions, encouraging active, independent play that builds teamwork, confidence, and positive sporting habits	Boxed resource sets are made available on a weekly rotation, supported by a core selection of daily equipment to ensure consistent access. The provision includes active resources such as sports equipment, large-scale construction materials, and drama-based play items, enabling pupils to apply the skills learned with coaches and engage in varied, purposeful lunchtime activities.	Expectation is that pupils confidently choosing and using the lunchtime resources to create their own active, purposeful games, drawing on the skills introduced during coached sessions. Over time, pupils should demonstrate increasing independence, cooperation, and creativity in how they play, with mixed-age groups engaging positively and sustaining active play without adult direction.	Evidence will be collected through regular observations of lunchtime play, noting how pupils use the resources, cooperate, and apply skills from coached sessions. Staff will also gather pupil voice and monitor participation levels to identify growing independence, creativity, and sustained active engagement over time.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The introduction of high-quality lunchtime resources significantly increased active play and pupil engagement. Pupils independently organised games, demonstrated improved teamwork, communication and problem-solving, and participation increased across all year groups including previously less active pupils.	Resources have been purchased for long-term use. Established routines for storage, rotation and maintenance ensure future cohorts will benefit. Pupils now have the confidence to organise activities without adult support.	Increased active participation; positive pupil voice; improved cooperation; fewer low-level incidents; broad participation; photographs and monitoring records.	£1,000

	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)	To provide monthly mixed-age intra-school sporting mornings that give all pupils the opportunity to take part in friendly, structured competition. These events aim to build teamwork, resilience, and sporting values while strengthening pupils' confidence, physical skills, and sense of belonging through regular, inclusive competitive experiences.	Monthly sporting mornings are delivered with the support of external providers who come into school to organise and lead a range of mixed-age competitive games. These specialists structure the activities, model positive sporting behaviours, and ensure all pupils are actively involved in team-based competition that is inclusive, engaging, and well-managed.	The sporting mornings are intended to build pupils' confidence, teamwork, and resilience through regular exposure to friendly competition led by skilled external providers. Over time, pupils should develop stronger sporting values, improved physical skills, and a greater sense of belonging as they collaborate with mixed-age peers and take pride in representing their teams.	Evidence will be collected through observations of pupils' engagement, teamwork, and sporting behaviours during the monthly competitive mornings. Staff will also gather pupil voice and review participation records to monitor confidence, cooperation, and the development of positive sporting values over time.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Monthly sporting mornings increased confidence, resilience and teamwork. Pupils engaged enthusiastically in competition and demonstrated pride in representing their teams. Participation from all age groups improved sporting values and sense of belonging.	Staff can replicate formats learned from external providers. Resources and team structures can continue annually and become embedded within the school calendar.	Pupil voice; participation records; observations of teamwork and resilience; photographs; increased willingness to take part in competitive activities.	£1,400

	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)	To give pupils regular opportunities to learn in diverse outdoor environments—such as the coast, woodland, and hills—through active, hands-on experiences. Older pupils will extend this through multi-day residential, all supporting the wider aim of developing confident, resilient learners who are equipped and motivated to lead active, healthy lives.	Each class will take part in an individual educational visit to a diverse outdoor environment—such as the coast, woodland, or hills—providing active, hands-on learning linked to the curriculum and our aim of promoting active lifestyles. In addition, all pupils will participate in a whole-school visit to Clumber Park, ensuring every child experiences a shared, physically active day in a rich natural setting.	We hope to see pupils becoming more confident and enthusiastic in exploring different outdoor environments, showing curiosity, physical engagement, and a readiness to take on new challenges. Older pupils should demonstrate growing independence and teamwork through residential experiences, while all children develop a lasting enjoyment of being active outdoors and carry this positive attitude into everyday life.	Success will be judged by how confidently and actively pupils take part in outdoor learning across different environments. Staff reflections, pupil feedback, and evidence of pupils using skills like resilience, teamwork, and problem-solving back in school will help indicate the impact. Growing enthusiasm for outdoor activity over time will show the approach is effective.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils developed greater confidence, independence and resilience through outdoor learning experiences. Educational visits encouraged physical activity, teamwork and problem-solving while strengthening engagement with learning beyond the classroom.	Strong links with local venues and established annual visits provide a sustainable model. Staff knowledge and planning resources can be reused each year.	Pupil evaluations; staff observations; photographs; increased confidence during outdoor activities; improved teamwork and communication.	£6,500



	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)	Success will be judged by how confidently and actively pupils take part in outdoor learning across different environments. Staff reflections, pupil feedback, and evidence of pupils using skills like resilience, teamwork, and problem-solving back in school will help indicate the impact. Growing enthusiasm for outdoor activity over time will show the approach is effective.	Active teaching will be embedded across the curriculum through the use of the Teach Active scheme, providing staff with structured, movement-based lesson ideas that engage all learners. Ongoing CPD will ensure teachers are confident in planning and delivering active approaches, enabling them to create lessons that promote participation, collaboration, and physical engagement for every pupil.	We aim to see pupils becoming more engaged and motivated in Maths and English through active, movement-based learning. Lessons should feel more dynamic, with pupils showing improved focus, confidence, and willingness to participate. Over time, stronger understanding of key concepts and a growing enthusiasm for learning actively will indicate the approach is having a positive effect.	Impact will be measured through book looks to identify improvements in pupils' work, alongside observations of engagement during active lessons. Pupil voice and staff reflections will help determine whether active teaching is strengthening focus, motivation, and understanding in Maths and English.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Active lessons increased engagement and participation in Maths and English. Pupils demonstrated improved focus, enthusiasm and confidence when learning through movement-based activities.	The subscription and staff training have equipped teachers with strategies that can be embedded into daily practice across subjects.	Learning walks; pupil voice; staff feedback; improved engagement; book scrutiny showing secure understanding of key concepts.	£470



	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)	To support pupils in developing the physical readiness, coordination, and self-regulation skills needed to participate confidently in sporting and active learning.	Sensory circuits and Funfit sessions. PE equipment to support regulation and sensory needs	This will provide structured movement experiences that help children improve balance, body awareness, and motor control, enabling them to engage more fully in PE, playground activity, and wider school life.	Impact will be assessed through observations of pupils' regulation, focus, and coordination after sessions, alongside improved participation in PE and active play. Staff feedback and smoother transitions into learning will indicate how well sensory circuits are supporting pupils' readiness for the school day.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils accessing sensory circuits showed improved regulation, concentration and readiness to learn. Participation in PE and active play increased, particularly for pupils with SEND.	Staff have developed the skills to deliver sessions independently and resources can continue to be used with future cohorts.	reduced dysregulation incidents; improved classroom transitions; staff observations; improved participation in PE and active play.	£4,632.03

£1,036.00

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