



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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

Review of the last academic year (2024/2025)



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

<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	Extended swimming access has improved confidence and reduced anxiety. We saw more pupils happy to go into the water when compared with last year and more pupils making good progress.	Not all Year 5&6 children are competent. We are aiming to increase the level of older children who are competent, so that we can prioritise learning lower down the school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	We have seen our younger children being able to access more swimming, and with greater self-confidence in the pool.	
3. Perform safe self-rescue in different water-based situations	This is taught to all of our Year 6 pupils.	Access to this in the wider curriculum, to make it more relevant to our pupils' lives.

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 report increased confidence and competence in delivering a broader range of PE activities, supported by the consistent use of the Get Set 4 PE scheme, which is now securely embedded within planning.	Some staff still report a lack of confidence in the teaching of PE. Particularly in ensuring that every child can access it at the level at which they are working.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	There is increased inclusion, with more pupils able to access learning alongside their peers and engage successfully in lessons. This culminated in our most inclusive Sports Day to date, where all children were able to access activities with the right level of challenge and support. We have also increased our SEND learners opportunities to access sporting events across the calendar. The use of swimming pools on site has also increased participation for those who have found swimming difficult in the past.	Some learners still find PE overstimulating or intimidating. This can lead to them not engaging in specific lessons.

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	Engaging with the local offer to experience different sports, competitions and experiences. A wider variety of activities explored during Sports Day. Swimming on school site has also impacted the profile of the sport.	Swimming on site can impact the wider sports offer for that period of time, limiting experiences of children at that point.
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	Mixed opportunities for boys and girls in football. Core group of girls accessing football club and bringing friends along. Introduction of a more active learning environment ensures that all children in EYFS and Year 1, are having far more opportunities to be active throughout the school day.	More to be done to ensure that children that do not enjoy sports, have access to sports that they can engage with.
5. Increasing participation in competitive sport	More opportunities to compete in inter-school events and tournaments. Children showing an increasingly more positive attitude towards handling winning and losing.	More opportunities for inter-house competition within the school.

Your objective:



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)	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Play Leader training, Staff CDP to develop their understanding of games and play, Range of equipment, Pupil voice activities to understand pupils wants and needs Outdoor play provision such as OPAL, development of the outdoor space to include gym equipment.	More children engaging in active time. A wider range of games and activities for everyone to access. Children taking control and responsibility for their activity.	Pupil Voice Play Leaders School Council House Captains Behaviour incidents at less structured times
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Additional activities engaging a wider range of children. Greater staff confidence in running a range of activities at break and lunch. Greater shared responsibility for play and activities.	Continue to develop the CPD of children and staff through meetings and activities. Ensure that the whole school is aware of the importance of activity.	Children engaging with a wider range of activities – not just football. More imaginative play. Children who do not participate in sports, participating in more active play.	£4950

Your objective:



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)	Develop the schools offer of sports and activities to incorporate a wider range of activities. Finding sports that motivate and challenge those who do not normally engage.	Review of current curriculum. Consider what is offered at different times of the day including less structured times. Consider the use of Forest School to support activity that is not 'sports-based'.	More children willingly engaging with activities. Wider ranges of activities, sports and clubs open to children.	Pupil Voice Play Leaders School Council House Captains Behaviour incidents at less structured times
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children engaging in more play. Children experiencing a wider range of sports and activities.	Manageable through small shifts in curriculum and expectations of break and lunch times.	Children enjoy break and lunchtimes.	£2105