



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



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Department
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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.

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.	Students gradually built confidence in the water, with several beginning to develop the foundational strokes and regulation skills needed to work toward longer-distance swimming. Their increased willingness to attempt continuous lengths, despite SEMH-related anxieties, showed early progress toward achieving extended swimming distances.	Most students were not yet able to sustain coordinated swimming or emotional regulation for the duration required to complete a 25-metre swim. SEMH challenges-such as reduced stamina linked to anxiety, difficulty maintaining focus, and inconsistent participation-significantly limited their ability to meet this distance-based competency.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	A high proportion of students were able to attend the swimming sessions, and for many, simply entering the water marked significant progress given their limited previous experience. Their engagement, despite varied sensory needs, reflects increasing confidence and the beginnings of developing effective stroke techniques.	Ongoing pool maintenance meant that access was limited, disrupting the continuity students needed to build confidence and skills. For some pupils, sensory sensitivities and anxiety around changing or approaching the water continued to be barriers to participation.
3. Perform safe self-rescue in different water-based situations	Many students were able to enter the water and begin engaging in basic safety routines, which is an important first step toward developing self-rescue skills. Their willingness to participate, despite SEMH-related anxieties and limited prior experience, showed growing trust, emotional regulation, and confidence in a new and potentially challenging environment.	Due to SEMH needs such as heightened anxiety, fear responses, and difficulties with transitions, some students were not yet able to remain calm or regulated enough to practise early self-rescue techniques safely. Inconsistent pool access further interrupted routines, which particularly affected students who rely on predictability to manage emotional needs, limiting their progression toward safe self-rescue.

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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>This year, we noted clear strengths in how the school enhanced the confidence, knowledge and skills of staff involved in teaching PE and sport. Staff reported a positive impact on their confidence and competence, reflecting the effectiveness of the structures and support we have implemented. Our significant investment in external specialist coaching (£10,978) provided high-quality modelling and contributed to improved engagement and the broadening of our PE offer ensuring more active students.. The purchase of educational platforms and resources (£595) further supported staff in planning and delivering consistent, well-structured lessons. Positive outcomes across wider indicators, including pupil engagement, access to a broader range of sports, and increased participation in physical activity, demonstrate that staff are becoming more confident and skilled in facilitating high-quality provision.</p>	<p>We acknowledge several areas where progress was limited this year. Despite investment in top-up swimming provision, we were unable to secure consistent swimming bookings, which significantly restricted opportunities for pupils to develop their swimming competence and water safety skills. This challenge was compounded by the fact that a number of pupils enter the school during Year 6, meaning they have had limited access to swimming throughout their primary education. As a result, pupils' overall swimming attainment remains significantly below expected levels, with no pupils meeting the national requirements by the end of Year 6. 2024-25 Funding Premium Funding...Additionally, no PE and sport premium funding was allocated to staff CPD during this period. This was largely due to staffing changes which limited our capacity to implement a sustained CPD programme. Addressing this gap is now a key priority, and we have identified targeted CPD as an area for development within the 2025–26 cycle to ensure sustainable improvements in staff confidence and competence.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>This year, we saw a notable increase in pupil engagement in regular physical activity across the school. Our use of external specialist coaching played a significant role in widening opportunities and motivating pupils to participate more consistently in structured physical activity. The offer of free after-school clubs for disadvantaged pupils further improved accessibility, ensuring that financial barriers did not limit participation. We also enhanced the breadth of activities available through both internal provision (valued at £2,000) and inter-school competitions, supporting a more inclusive and engaging sports offer. These developments contributed to the positive impact recorded in our annual return, with increased participation noted in school sport, extracurricular activities, and competitive opportunities. 2024-25 Funding Premium Funding Additionally, targeted support for pupils with SEND and long-term medical needs enabled greater inclusion and improved access to physical activity. The use of specialist coaches and tailored extra-curricular opportunities helped remove barriers and ensured that engagement increased across a wider spectrum of pupils.</p>	<p>Despite these improvements, several challenges limited our ability to maximise whole-school engagement. Securing consistent swimming bookings remained difficult, reducing opportunities for pupils to take part in regular aquatic physical activity. This was particularly problematic for pupils who joined the school in Year 6, who have historically had limited access to swimming throughout their primary education. Staffing changes during the year meant that we were unable to allocate PE and sport premium funding to CPD. This limited our capacity to expand staff-led activity and to diversify the range of physical opportunities available on site. In addition, we recognise that some inter-school activities would have benefited from increased staff training to enable broader participation. With enhanced CPD, staff would be better equipped to deliver, lead and support competitive opportunities, allowing a wider group of pupils to engage confidently in inter-school sport. The absence of this training restricted our ability to maximise competitive pathways for young people. Strengthening staff CPD is therefore a key development priority for 2025–26 to ensure sustainable internal capacity and to broaden engagement further.</p>

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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Throughout the year, we successfully raised the profile of PE and sport, ensuring it played a more prominent and valued role within whole-school improvement. Our annual return reflects a positive impact in this area, demonstrating that the strategic use of funding directly contributed to pupils' wider engagement and enthusiasm for physical activity. The significant investment in external specialist coaching (£10,978) enhanced the quality of provision and brought specialist expertise into the school, helping to inspire pupils and reinforce the importance of physical activity as part of daily school life. Funding Premium Funding expansion of internal extra-curricular opportunities (£2,000), along with increased involvement in inter-school competitions, strengthened our culture of participation and celebration around sport. Offering free after-school sport for disadvantaged pupils helped ensure equity of opportunity, reinforcing the message that PE and sport are integral to our inclusive practice. Targeted support for pupils with SEND and those with long-term medical conditions further enhanced visibility and reinforced that participation in physical activity is both accessible and encouraged for all pupils. These actions collectively helped embed PE and sport more firmly within the school's ethos, contributing positively to whole-school wellbeing, behaviour, and pupil engagement.</p>	<p>While we made strong progress in raising the profile of PE and sport, we recognise that there are areas that provide opportunities for further development. Staffing changes during the year limited our ability to implement a structured CPD programme, meaning we were unable to maximise the potential for staff to take a more prominent lead in continuing to elevate the subject across the school. Nevertheless, this presents a clear growth opportunity for 2025–26, and we have already identified CPD as a key focus area to further strengthen staff confidence and visibility in PE leadership, limited availability of swimming bookings reduced the extent to which we could promote swimming as a high-profile activity within the curriculum. For some pupils, particularly those joining us later in their primary education—this reduced exposure to swimming meant fewer opportunities to celebrate progress and reinforce its importance as part of a well-rounded PE offer. We view this challenge as a prompt to continue widening alternative physical activity opportunities and strengthening our partnerships with external providers to ensure a more consistent offer moving forward.</p>
<p>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</p>	<p>This year, we ensured that all pupils had equal access to a wide and varied range of sports and physical activities. Every club and opportunity, including football, SEN competitions, trampolining county events, pickleball, table tennis, HRF (Health-Related Fitness) and ultimate frisbee, was offered inclusively and available to all pupils regardless of gender, ability or need. Despite our small primary cohort of 45 pupils, with only 5 girls, we ensured that girls were encouraged and supported to participate fully alongside boys. Our annual return reflects a positive impact in providing a broader and more equal experience across the school. We also strengthened our provision through specialist coaching and expanded extra-curricular activity, enabling pupils to try new and emerging sports such as pickleball, ultimate frisbee and gymnastics. This variety increased engagement across different pupil groups and helped pupils develop new skills, ensuring that our offer remained fresh, inclusive and responsive to pupil interests.</p>	<p>The significant gender imbalance in our cohort does limit the potential for forming girls-only teams; however, it also allows us to provide targeted encouragement to help girls feel confident and represented within the full programme of activities. We are committed to continuing this personalised approach to ensure equal participation in all sports, including newer additions such as table tennis, HRF and pickleball. Looking ahead, we aim to broaden inclusive pathways further by increasing opportunities for mixed-ability competitions and exploring additional community partnerships. This will help ensure all pupils continue to access an increasingly diverse and motivating range of sports and physical activities, while maintaining equal access for every child.</p>

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?
5. Increasing participation in competitive sport	<p>This year, we increased pupils' participation in competitive sport through a combination of internal events and external competitions, including SEN competitions, football fixtures, and county-level trampolining. Our annual return reflects a positive impact in this area, with more pupils accessing structured competitive opportunities across a range of activities. Investment in external coaching and enhanced extra-curricular provision also helped prepare pupils more effectively for competition, giving them the confidence and skills needed to participate successfully. 2024-25 Funding Premium Funding... 2024-25 Funding Premium FundingWe widened the competitive offer by introducing emerging sports such as pickleball, ultimate frisbee, table tennis and HRF, which allowed more pupils to find activities that suited their strengths and interests. These additional pathways helped broaden engagement and ensured that competition was accessible beyond traditional team sports.</p>	<p>While progress has been strong, we recognise the opportunity to extend competitive participation even further. With new PE staff joining the school, we are now actively engaging with wider local and regional networks to secure increased entry into competitions for the year ahead. Strengthening these connections will allow us to provide more frequent, varied and inclusive competitive experiences for all pupils. We will also continue developing staff capacity and confidence so that a greater number of competitions, across a broader range of sports, can be supported and facilitated internally. This will help ensure that competitive sport remains a central and growing part of our physical education offer.</p>

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>Increase participation in external sporting events and competitions.</p>	<p>To broaden competitive opportunities, improve confidence, and raise the profile of sport across the school.</p>	<p>Key Indicator 5 – Increased participation in competitive sport.</p>	<p>Increased external competition spend (£490) including SGO events and inter-school sport. 2024-25 Positive impact recorded in competitive sport on annual return. 2024-25 Funding Premium Funding... New PE staff engaging with wider networks to secure more competitions next year.</p>
<p>Improve staff confidence, knowledge and skills in teaching PE and sport.</p>	<p>To ensure high-quality PE provision and sustainable long-term improvement.</p>	<p>Key Indicator 1 – Increased confidence, knowledge and skills of all staff.</p>	<p>Staff reported "Positive impact" on confidence and competence. 2024-25 Funding Premium Funding...Significant modelling and support from external specialists (£10,978). 2024-25CPD identified as a key development focus for 2025–26 due to staffing changes.</p>
<p>Increase pupil engagement in daily physical activity.</p>	<p>To ensure pupils achieve the Chief Medical Officer's 60-minute activity recommendation.</p>	<p>Key Indicator 2 – Engagement of all pupils in regular physical activity.</p>	<p>Internal extra-curricular provision (£2,000) to increase activity opportunities. Lunchtime sporting options (rowing club, gym, active supervision). Sports Premium-2024-25 Annual return recorded a positive impact on pupil engagement.</p>
<p>Broaden the range of sports and activities available.</p>	<p>To ensure pupils have access to diverse sporting experiences and identify new strengths/interests.</p>	<p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Introduction of pickleball, table tennis, ultimate frisbee, HRF, trampolining, SEN competitions. Curriculum map development to widen sports offer. Sports Premium- 2024-25 Internal equipment/resources purchased to support wider curriculum (£207).</p>
<p>Improve physical development for targeted pupils (Fizzy/Beaming Stars programme).</p>	<p>To support pupils with coordination, fine motor needs and fundamental movement skills.</p>	<p>Key Indicator 2 – Engagement in physical activity (KS1 focus).</p>	<p>Beaming Stars intervention for lower KS2 and KS1 motor development. Sports Premium- 2024-25 NHS Fizzy Programme used to improve posture, strength and coordination. Documented improvements in physical literacy and confidence.</p>

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	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

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*

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 CDP 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

Your objective 1: Increase participation in competitive sport



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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 (Complete now and monitor)	To increase pupil participation in a wider range of competitive sporting opportunities and raise the profile of competition across the school.	<ul style="list-style-type: none"> Enter additional inter-school and county competitions across multiple sports. Use new PE staff to strengthen links with School Games organisers and local networks. Provide staffing, transport and logistical support to enable broader pupil participation. 	<ul style="list-style-type: none"> More pupils accessing competitive sport. Increased confidence, teamwork and resilience. Greater representation across events including SEN competitions. 	<ul style="list-style-type: none"> Competition participation records School Games entries Annual PE Premium impact report
	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 2: Improve engagement through structured lunchtime physical activity



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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 (Complete now and monitor)	To increase daily physical activity and engagement through structured, inclusive lunchtime sport.	<ul style="list-style-type: none"> Introduce structured lunchtime activities including pickleball, table tennis, HRF, ultimate frisbee and football skills. Provide staff or coach support to lead activities and ensure inclusion. Purchase appropriate equipment to support delivery. 	<ul style="list-style-type: none"> Increased physical activity levels at lunchtime. Improved behaviour and engagement during unstructured times. Greater inclusion of less active pupils. 	<ul style="list-style-type: none"> Lunchtime participation logs Behaviour and engagement data Pupil voice feedback
	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 3: Expand and diversify after-school sports provision



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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 (Complete now and monitor)	To increase access to a broad and inclusive range of after-school sports.	<ul style="list-style-type: none"> Develop a range of new clubs. Ensure clubs are accessible to all pupils, including SEND and disadvantaged groups. Allocate staffing and resources to support consistent delivery. 	<ul style="list-style-type: none"> Increased attendance at after-school clubs. Improved engagement among girls, SEND and less active pupils. Wider exposure to new and emerging sports. 	Club registers Equality of access records PE Premium reporting data
	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 4: Enhance staff confidence, knowledge and skills through CPD



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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 (Complete now and monitor)	To build staff confidence and competence in delivering high-quality PE, sport and competition.	<ul style="list-style-type: none"> • Provide targeted CPD for PE staff and subject leadership. • Use external specialists to model best practice and support staff development. • Focus CPD on engagement, inclusion, competition and curriculum delivery. 	<ul style="list-style-type: none"> • Increased staff confidence and consistency in PE delivery. • Improved quality of teaching and pupil outcomes. • Reduced reliance on external providers. 	<ul style="list-style-type: none"> • CPD logs and evaluations • Lesson observation • sStaff feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective 5: Strengthen curriculum breadth and specialist provision



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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 (Complete now and monitor)	To ensure pupils experience a broad, progressive and inclusive PE curriculum.	<ul style="list-style-type: none"> Review and adapt the curriculum map to include a wider range of sports. Invest in specialist coaching to support curriculum delivery and staff upskilling. 	<ul style="list-style-type: none"> Improved physical literacy and skill progression. Increased enjoyment and confidence in PE. Stronger inclusion for targeted pupils. 	<ul style="list-style-type: none"> Updated curriculum maps Intervention tracking PE assessment outcomes
	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