



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:

- [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)



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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	94% of our children are confident swimmers and can swim competently.	Consistent coaching from the same teacher every week, changing of staff from school and Aspire.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	91% of our children are confident swimmers and can use a range of strokes effectively.	Behaviour impacting learning within the pool.
3. Perform safe self-rescue in different water-based situations	All our students can perform a safe self rescue.	

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>Teachers well supported by Kate Wood to ensure effective teaching of PE. PE confidently being taught by most teachers throughout school. Teach Active used to support all PE lessons to deliver effective teaching. CPD prioritised for ECTs.</p>	<p>Not all staff using CPD effectively or unwilling to accept support.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Increased engagement across school shown through increasing numbers in after school clubs and PAT games.</p>	<p>SEND participation still low throughout school. A level of reluctance to participate in PE lessons due to feeling left out or unable to complete the task – pupil voice.</p>

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>PE has become higher priority in the timetable due to consistent PE times and well organised equipment. Children are aware and engaged with their self assessment booklets which has improved their knowledge of the sports and skills they need.</p>	<p>Prioritising of other subjects in busy times of year, some lessons missed. Clashes in timetabling indoors with other events lead to inconsistent sequences of learning around AU2 and SU2.</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>Equal access to children offered for PAT games and lunch time clubs, a range of sports offered for after school clubs that have been welcoming for both boys and girls.</p>	<p>Clubs uptake is still very boy heavy, girls less likely to be involved in ball sports throughout school. Evidenced through registers and discussions with outside agencies who are leading clubs.</p>
<p>5. Increasing participation in competitive sport</p>	<p>Participation in competitive sports has increased in KS1 through PAT games and sports week. In KS2, participation of boys across school is high with many happy to take part in a variety of events to represent the school.</p>	<p>Girls and children with SEND are less likely to be involved in sports through the PAT games. Numbers of girls are much lower throughout KS2 and they are often afraid to participate with the boys.</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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Greater participation from girls across the school.	To ensure there are equal opportunities to engage in sport. Larger percentage of male to female within school.	Increasing confidence and participation of girls in school through GALS and lunch time clubs.	Pupil voice, PAT attendance, club attendance
Increased school participation in competitive events.	Low participation across school, reluctance to take part in competitive events.	Increasing participation in competitive events. Sports funding to be spent on access to competitive events.	PAT games attendance, pupil voice
Access to a greater range of sporting activities through school to engage a wider range of children.	Attendance for after school clubs is low, a feeling of dominance in sport by certain children throughout school making them not want to try and join in classic sports.	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	Outside events taken place, more events offered by after school club leads

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
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Your objective:



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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)	Increased participation from sports leaders to engage school in lunch time activities.	Effective training of sports leaders to deliver simple sports activities for all abilities and ages. CPD for lunch time staff to ensure children are delivering appropriate and fair games for children. Target SEND children and make sure they feel welcome and engaged to join in.	Higher participation in sports from SEND children, a confident group of sports leaders who are able to develop skills of others. A more engaged playground at lunch times with clear focuses and activities to join in, contributing to a calmer environment.	Pupil voice, lunchtime supervisor questionnaire, regular observations of groups, adults supporting sports leaders when needed
	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:



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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)	Increase participation in sports across school in competitive activities. Promote engagement from children that are not typically engaging with these (girls, SEND, disadvantaged)	Register for events to ensure equal opportunities, teachers made aware of key children who are not taking up these opportunities and offering them chances to engage and practice prior to the event. After school clubs linking to key PAT events throughout the year so every child has a chance to practice. CPD for staff on engagement and awareness of SEND in sport.	Increased participation as a school with key groups showing a higher interest. Proportion of male to female is much higher and they often are dominating our sports teams currently, we hope to see this begin to balance out and the girls more willing to take part.	Higher participation across school, improved engagement in PAT games
	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

Access to a greater range of sporting activities through school to engage a wider range of children.



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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)	Access to a greater range of sporting activities through school to engage a wider range of children.	Wider range of activities provided by A1 and Premier Education with the aim to promote inclusivity with events that may not have been experienced before. Monitored and assessed every half term.	Greater engagement through a range of new activities that have not been experienced before. Access to activities from children who least often engage with PE and after school clubs.	Greater numbers at after school clubs, pupil voice, use of equipment that isn't often used.
	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

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