



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



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Department
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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	45% of pupils in year 6 can swim 25 metres. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be above 55%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	40% of pupils in year 6 can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 50%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	100% of pupils in year 6 can perform safe self rescues. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be maintained at 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.

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 have been team teaching alongside the activ8 coaches to increase levels of confidence, along with coaching from PE lead prior to activity areas starting.</p>	<p>Ensure confidence is consistent amongst all staff members, further CPD around the three main strands of PE needed moving forward.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Higher level of PP children engaging in after school clubs, sporting events and data has increased in PE around SEN / PP.</p> <ul style="list-style-type: none"> - Cricket event for 6 weeks for PP girls to boost girls in PE - Lunchtime club for PP children to attend a club in the school day, prioritizing those who don't have the opportunity to go after school. - SEN specific events through activ8. 	<p>Children don't quite have the recommended 2 hours PE per week at school, we are looking to increase this.</p> <p>There is only 1 KS1 after school club and FS children aren't given as many physical opportunities</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>We spend time encouraging PE through stations that include physical activities during play and dinner time. Playground leaders encourage playing PE based games on the playground.</p>	<p>Ensuring all children are active throughout the day needs more consistency, encouraging children to take part as a whole school culture.</p> <p>Ensure pupil voice reflects the profile of PE</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>After school clubs include</p> <ul style="list-style-type: none"> - Multi skills - Athletics <p>Sporting events of a variety of sports including boccia and gymnastics workshops. Girls only sporting events along with boys only. Mixed events on more male dominated sports.</p>	<p>To have more sports clubs available to encourage more engagement in less popular sports and a variety of sports aimed at including more girls.</p>
<p>5. Increasing participation in competitive sport</p>	<p>Children have attend many events, with many including sporting competitions. End outcomes of sequences often include competitive games to encourage healthy competition.</p>	<p>Continue to develop the participation in sporting competition through the ELP sports offer.</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 25m	45% of pupils in year 6 can swim 25 metres.	We want this data to be above 55%.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	40% of pupils in year 6 can use a range of strokes effectively.	We want this data to be 50%.
3. Perform safe self-rescue in different water-based situations	100% of pupils in year 6 can perform safe self rescues.	We want this data to be maintained at 100%.

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training through coaching with activ8 ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in quality PE lessons that have a high quality outcome which shows clear progression	Key area 1: 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.
Provide in school opportunities for pupils to access further opportunities to be physically active and increase the amount of time spent doing PE in school.	To ensure that all pupils will be active on average 90 minutes per week through PE lessons.	PE priority: Increase the amount of time spent doing PE during the school week to enhance opportunities in PE.	Timetable changes adapted to ensuring PE is given a secure time allocation, data which reflects an improvement in time spent doing PE.
Provide an opportunity for all children to access sporting events and after school clubs through an inclusive holistic approach	To ensure all pupils get the opportunity to experience enhancements such as competitions with other schools and experiences of PE as an extra-curricular.	Key area 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Competition formats and tracker of children attending sporting events and clubs.
Focus on engaging disadvantaged children in sport by every child having the opportunity to access a competition or club based around PE.	In order for disadvantaged children to be given an equal opportunity to access sport and gain wider experiences around PE.	Key area 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	Priority invitation for PP children to access a club, track engagement form PP children and attainment data which reflects the inclusion of disadvantaged children.

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

Your objective: Provide PE CPD and support to all staff



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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)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	<p>Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included.</p> <p>Ensure Complete PE annual membership is paid to ensure teachers can access HQ planning and supporting resources.</p> <p>PE resources updated to enable HQ teaching to take place.</p>	<p>Staff Confidence in July 2025 showed that 80% of teachers feel confident in teaching all areas of PE. We predict that by July 2026, 100% of staff will feel confident in teaching all areas of the curriculum.</p> <p>July 2025, Lesson observation feedback showed that 80% of lessons were 'high quality'. By July 2026 we predict that all teachers will have been trained and that 100% of all lessons being delivered will be 'high quality'.</p> <p>Pupil voice data in September 2025 showed that 85% of pupils felt that PE is always fun. By July 2026, we predict that this will increase to 100%.</p> <p>Pupil attainment data in July 2025 showed that 90% of FS and 91% of KS1 and 89% of KS2 were achieving ARE. By July 2026, we predict that 95% of FS, 95% of KS1 and 95% of KS2 will achieve ARE.</p>	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<p>Staff Confidence in July 2025 showed that 80% of teachers feel confident in teaching all areas of PE. Now in July 2026, 100% of staff feel confident in teaching all areas of the curriculum.</p> <p>In July 2025, Lesson observation feedback showed that 80% of lessons were 'high quality'. Now in July 2026 all teachers have been trained and 100% of all lessons being delivered are 'high quality'.</p> <p>Pupil voice data in September 2025 showed that 85% of pupils felt that PE is always fun. Now in 2026, 100% of pupils feel that PE is always fun.</p> <p>Pupil attainment data in July 2025 showed that 90% of FS and 91% of KS1 and 89% of KS2 were achieving ARE. Now in July 2026, we predict that 95% of FS, 95% of KS1 and 95% of KS2 will achieve ARE.</p>	<p>Staff are now all confident and competent.</p> <p>Continued CPD can come from sharing good practice in school and using Complete PE.</p>	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.	<p>£6000 bespoke teacher CPD in school</p> <p>£3000 additional courses</p> <p>£175 CPE membership</p> <p>£3850 updated resources</p> <p>Total = £13025</p>

Your objective: Drive physical activity levels



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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)	<p>Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.</p> <p>Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.</p>	<p>Increase the number and range of activities and clubs on offer (Pupil Led Games, dodgeball, games, dance. Parent and child fitness club.)</p> <p>Implementation of new extra-curricular timetable.</p> <p>Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders.</p> <p>Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play.</p> <p>Use leadership ideas from Complete PE.</p>	<p>In July 2025, only 70% of the school were active for 60 minutes a day, 7 days a week. We aim to drive this to 80% by July 2026 through the addition of new lunch and extra curricular opportunities.</p> <p>In July 2025, across the school 65% of pupils participated in activity at lunchtime. We are aiming for 80% of pupils to be active at lunchtime through new play-leader activities and lunchtime clubs.</p> <p>In July 2025 KS1 and KS2 participation in extra curricular clubs both sat at 47% by July 2024. By July 2026, we predict this to increase to 60% through the addition of new clubs.</p>	<p>External physical activity trackers outlining the amount of activity pupils' access outside of school.</p> <p>Extra curricular timetable and participation data.</p> <p>Lunchtime participation data, alongside lunchtime activity plan.</p> <p>Data for all physical activity level tracked on Complete PE's PA assessment.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<p>In July 2025, only 70% of the school were active for 60 minutes a day, 7 days a week. Now in July 2026 through the addition of new lunch and extra curricular opportunities, 80% of the school were active for 60 minutes a day, 7 days a week</p> <p>In July 2025, across the school 65% of pupils participated in activities at lunchtime. Now in July 2026, 80% of pupils are active at lunchtime through new play-leader activities and lunchtime clubs.</p> <p>In July 2025 KS1 and KS2 participation in extra curricular clubs both sat at 47%. Now in July 2026, 60% of all pupils participate in extra curricular clubs.</p>	<p>Now they are trained, MDS to continue to provide the training to the next cohort of year 6 playleaders to allow for suitability.</p> <p>Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend.</p>	<p>External physical activity trackers outlining the amount of activity pupils' access outside of school.</p> <p>Extra curricular timetable and participation data.</p> <p>Lunchtime participation data, alongside lunchtime activity plan.</p> <p>Data for all physical activity level tracked on Complete PE's PA assessment.</p>	<p>£450 new equipment for extra curricular clubs.</p> <p>£550 new equipment for lunchtimes.</p> <p>Total = £1000</p>

Your objective: Develop competition



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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)	Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	<p>Arrange KS1 multi skills league for virtual competition against other local primary schools.</p> <p>KS2 little sticks competition hosted here and at other local school to engage all LKS2 in inter competition. Format to be flexible based on pupil engagement. See little sticks (golf) planning on Complete PE.</p> <p>Arrange house competition within classes to take place at the end of each unit to celebrate learning.</p> <p>Arrange all UKS2 to represent school through school games competitions and competition hosted here against other local primary schools. Format to change based on pupil needs see competition format.</p>	<p>In July 2025, 50% of KS1 had participated in an inter competition. Through the introduction of new competitions and formats we predict this will increase to 100% by July 2026.</p> <p>In July 2025, 65% of KS2 had participated in an inter competition. Through new KS2 competitions and opportunities we expect this to increase to 100% by July 2026.</p> <p>100% of all pupils will compete once again in an intra house competition at the end of relevant units and during sports day.</p>	<p>Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day.</p> <p>Virtual multi skills league format and results.</p> <p>Competition calendar and register of participants.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<p>In July 2025, 50% of KS1 had participated in an inter competition. Now in July 2025, through the introduction of new competitions and formats this has increased to 100%.</p> <p>By July 2025, 65% of KS2 had participated in an inter competition. Now in July 2026, through new KS2 competitions and opportunities this has increased to 100%.</p>	Competition will be imbedded as a normal element of learning through continued access to house competitions in class/lesson time at the end of units. Complete PE supports this set up and guides teachers.	<p>Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day.</p> <p>Virtual multi skills league format and results.</p> <p>Competition calendar and register of participants.</p>	£0

Your objective: Strive to ensure all pupils meet the minimum requirement in swimming.



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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 provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Following our core curriculum and water safety lessons we will identify pupils for top-up swimming and make arrangements with swimming providers. We will use the PE and Sport Premium to fund top-up swimming. This will include the cost of transport for top-up swimming only.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term. At the end of year 4, 80% of pupils could swim 25m and use a range of strokes effectively. Now they are in year 6, we predict that through top up swimming, this will increase to 100%.	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	At the end of year 4, 80% of pupils could swim 25m and use a range of strokes effectively. Now in July 2026, these pupils are year 6, and 100% of year 6 pupils can swim 25m, perform safe self rescue and use a range of strokes.	The school are committed to raising the required funds for top up swimming going forwards.	Swimming assessment reports and data.	£2000 top up swimming and transport Total £2000

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