

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

Commissioned by



Department
for Education

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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](#)

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	75% Children were confident to swim 25 metres. All SEND and disadvantage children took part in swimming lessons and were able to gain confidence in the water	25% Some children did not take part in swimming at all or missed sessions. Due to it being restricted to 1 afternoon.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	70% Children were confident to use a range of different strokes.. All SEND and disadvantage children took part in swimming lessons and were able to gain confidence in the water	30% Missed sessions equalled missed opportunities to experience/improve on different strokes.
3. Perform safe self-rescue in different water-based situations	75% Confident in performing the self rescue.	25% Required support/encouragement to complete the self rescue

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.
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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

	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 engagement and enjoyment at lunchtimes through the use of high-quality playground equipment. To encourage cooperative play, friendship building and positive behaviour, particularly amongst less active pupils.	Purchase a range of playground equipment including balls, skipping ropes, hoops, games and team game resources. Provide CPD for midday supervisors and playground staff on organising games, managing equipment and promoting inclusive play opportunities. Establish clear routines for accessing and returning equipment by giving the classes the opportunity to look after their own equipment..	Increased participation in physical activity during lunchtimes. Improved social interaction and teamwork between pupils. Reduced incidents of poor behaviour and fewer playground disputes. More pupils engaged in purposeful and active play.	Pupil voice surveys indicate children enjoy using the equipment and feel lunchtimes are more enjoyable. Observations demonstrate increased participation and positive social interactions. Staff report greater confidence in managing active lunchtimes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are regularly using the equipment to play collaboratively with friends. Behaviour incidents at lunchtimes have reduced and pupils are more active throughout the lunch break. Staff report that pupils are engaged for longer periods and demonstrate improved cooperation and turn-taking skills.	Equipment has been incorporated into daily lunchtime provision and staff have received ongoing training. Equipment inventories and replacement plans ensure resources remain available. New staff can be trained through existing lunchtime systems and procedures.	Pupil show high levels of enjoyment and engagement. Monitoring records show consistent use of equipment across year groups.	Equipment £3,700 CPD- £2,000



	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 improve the quality of dance and gymnastics teaching and increase staff confidence in delivering the curriculum. To improve pupil skill development, creativity and physical competence.	Provide specialist CPD and training opportunities for teaching staff. Model lessons and team-teaching opportunities with specialist coaches. Share planning, assessment and progression resources.	Staff feel more confident teaching dance and gymnastics. Pupils demonstrate improved balance, coordination, flexibility and performance skills. Lessons show greater progression and challenge across year groups.	Staff evaluations show increased confidence. Lesson observations demonstrate improved teaching practice. Pupil assessments show improved attainment and progress in dance and gymnastics.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence has increased significantly and lessons demonstrate greater consistency. Pupils are performing more complex sequences and showing improved control, balance and creativity. Engagement levels in PE lessons have increased.	Staff have access to training materials and planning resources that can be reused annually. Experienced staff can support colleagues through mentoring and sharing good practice.	Staff surveys indicate increased confidence levels. Lesson observations show improved teaching quality. Assessment data demonstrates progress in dance and gymnastics skills.	CPD- £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)	To improve the quality of PE teaching through access to high-quality planning resources and to increase opportunities for pupils to participate in competitive sport and represent the school.	Purchase PE planning subscriptions and memberships that provide progressive lesson plans, assessment tools and CPD materials. Join local sports partnerships to access competitions and festivals. Provide transport and staffing for after-school events and competitions.	Improved quality and consistency of PE lessons. Increased pupil participation in competitive sport. Greater opportunities for pupils to develop teamwork, resilience and sportsmanship. Increased representation of the school in local sporting events. e	Participation registers show increased numbers attending competitions and clubs. Staff report improved confidence when planning PE lessons. Pupil feedback highlights enjoyment and increased motivation towards sport.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Teachers are delivering more structured and progressive PE lessons. More pupils have represented the school in competitions and festivals. Participation rates in extra-curricular sport have increased, including pupils who previously had limited involvement.	Annual subscriptions continue to provide updated resources and planning. Membership of local sports partnerships ensures ongoing access to competitions and CPD opportunities.	Competition attendance records show increased participation. PE monitoring demonstrates improved lesson quality. Pupil surveys indicate positive attitudes towards PE and school sport.	£5,500



	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)	To ensure pupils develop confidence and competence in swimming, achieve the National Curriculum expectation of swimming 25 metres and understand key water safety principles.	Provide swimming lessons led by qualified instructors. Deliver progressive teaching of a range of strokes, including front crawl, backstroke and breaststroke. Include dedicated water safety sessions and targeted support for less confident swimmers.	Increased numbers of pupils able to swim 25 metres confidently. Improved technique across a range of swimming strokes. Greater understanding of how to stay safe in and around water.	Swimming assessments demonstrate progress throughout the programme. Water safety discussions show increased understanding. Instructor feedback highlights improvements in confidence and technique.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The majority of pupils have achieved or are working towards swimming 25 metres confidently. Pupils demonstrate improved stroke technique and greater confidence in deeper water. Water safety knowledge has improved significantly.	Swimming remains an annual element of the PE curriculum. Assessment data identifies pupils requiring additional support. Strong links with local swimming providers ensure continued access to high-quality provision.	End-of-unit assessments show high percentages of pupils achieving 25 metres. Instructor reports demonstrate progress across all ability groups. Pupil questionnaires indicate increased confidence and understanding of water safety.	£1,400