

# 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:

- [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.	<b>24 pupils (80%)</b> demonstrated the ability to swim confidently and competently over a distance of at least 25 meters.	<b>6 pupils (20%)</b> were identified as not yet meeting this standard. Could only swim 5m with front crawl.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	<b>20 pupils (66.6%)</b> demonstrated the ability to swim with a variety of strokes and competently over a distance of at least 25 meters.	<b>6 pupils (20%)</b> were identified as not yet meeting this standard. Could only swim 5m with front crawl.
3. Perform safe self-rescue in different water-based situations	<b>24 pupils (80%)</b> demonstrated the ability to Perform safe self-rescue in different water-based situations	<b>6 Pupils ( 20%)</b> did the water safety in water with a shallow depth.

## 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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	To support staff in delivering high-quality PE lessons, we introduced a new scheme of learning that has helped improve confidence and consistency across the school. Teachers have responded positively and feel more secure in their planning and delivery of PE.	While formal CPD has not yet been provided, it is identified as a next step on the PE action plan to further develop staff knowledge and skills in teaching PE and sport.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	To increase engagement of all pupils in regular physical activity and sporting activities, we introduced a new PE scheme of learning that teachers feel confident delivering. This has led to more active participation in lessons and improved consistency across the school. In addition, we have started entering pupils into sporting competitions across the county, providing opportunities for them to represent the school and experience competitive sport.	To further improve, we would like to continue entering our school into local sporting competitions to enable children to have the opportunity to enter and experience a competitive environment.

## 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?
<b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement	To raise the profile of PE and sport across the school, we introduced a new PE scheme of learning that provides clear progression and engaging activities. Alongside this, we invested in a range of new resources for teachers to use in their lessons, ensuring they have the tools and confidence to deliver high-quality PE. These improvements have supported whole-school priorities by promoting active lifestyles, improving pupil engagement, and fostering a positive attitude towards physical activity.	Although the introduction of a new PE scheme and additional resources has raised the profile of PE and sport across the school, there is still scope to further enhance this by increasing participation in inter-school competitions and encouraging more pupils to join after-school clubs or local sporting opportunities. This will help ensure sustained engagement and broaden pupils' experiences beyond the classroom.
<b>4.</b> 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	To provide a broader and more equal experience of sports and physical activities, we have introduced a range of after-school clubs such as football, dance, and athletics, ensuring opportunities are available for both boys and girls. In addition, pupils now have the chance to represent the school in competitions across the county, promoting inclusion and raising the profile of sport within our school community.	While a range of after-school clubs and opportunities have been introduced, there is still room to broaden the variety of sports offered and ensure equal access for all pupils, including boys and girls. Further work is needed to monitor participation levels and actively encourage underrepresented groups to take part, so that every child has the chance to experience different physical activities.
<b>5.</b> Increasing participation in competitive sport	To increase participation in competitive sport, pupils have been given a variety of opportunities to compete outside of school in local and county-level events, representing the school in different sports. In addition, we held a whole-school Sports Day, ensuring all pupils could experience competitive activities in an inclusive and supportive environment.	Although pupils have had opportunities to take part in competitive events and our Sports Day was successful, there is still scope to increase participation further. We aim to enter more inter-school and county-level competitions to give pupils a wider range of experiences and encourage greater involvement in competitive sport.

## 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?

## Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>Wide range of after school sports clubs to promote further engagement of children and to promote a healthy lifestyle and inclusivity.</p>	<p>Increase of children enlisting for after school sports activities including girls' football and athletics. High focus on all abilities signing up and a focus on inclusivity. Children have enjoyed competitive games with other schools in the surrounding area.</p>	<p><i>Promotion of a variety of sports and physical activities.</i>  <b>Key Indicator 5 –</b>  <i>Increased participation in competitive sport.</i>  <b>Key Indicator 4 –</b>  <i>Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>A range of different clubs were provided for the children including  A range of different football clubs.  Intergr8 Dance  Athletics.</p>
<p>Implement Sensory Circuits. Staff trained (CPD) and timetable for named children, who would benefit, written up.</p>	<p>A huge impact on children who attend Sensory Circuits was observed. This has become a positive part of their routine and has many benefits e.g. helping to calm, helping with balance and co-ordination, supporting children with emotional and educational needs.</p>	<p><b>Key Indicator 2 -</b> <i>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p>	<p>A variety of children were able to join in with the rotated sensory circuits time. Many of the teachers referred to how much calmer the children seemed to be once they had their session.</p>

# Review of the last academic year (2024/2025)



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Whole class PE: to use outside providers to introduce a wider variety of PE.	Some children in Upper School were introduced to a new sport, badminton. They enjoyed learning a new sport and developing their skills in serving, rallying, and shot placement in a different way. Children also enjoyed attending swimming lessons during the term. To further support the teaching of PE across the school, we have been using Saints PE resources and guidance to strengthen the delivery of our PE curriculum."	<p><i>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key Indicator 5 - Increased participation in competitive sport.</i></p> <p><i>Key Indicator 2 - The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p>	The students enjoyed a range of different sports taught in the last academic year making them feel more confident and willing to get involved in extra curricular activities.
Developing partnerships with Perins and other local schools.	Our Boys and Girls football teams enjoyed playing matches against other local schools and attending Area Sports.	<p><i>Key Indicator 5 - Increased participation in competitive sport.</i></p>	Students enjoyed participating in events against other schools developing their competitive nature. This was shown during the Year 5/6 Badminton competition as well as our whole school sports day.
All school events to be planned and all children to participate in all school PE activities as well as several children participating in formal races, representing their school house.	All school PE events were planned to ensure full participation from every child, including formal races where pupils represented their school house. We successfully held our local Sports Day, giving all pupils the chance to take part in competitive activities. Although some external competitions, such as Area Sports and Cross Country, were unfortunately cancelled, we remain committed to providing these opportunities in the future to further increase pupil involvement in competitive sport.	<p><i>Key Indicator 5 - Increased participation in competitive sport.</i></p> <p><i>Key Indicator 2 - The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p>	<p>Please see attached activities for sports day (See appendix A)</p> <p>Please see attached risk assessment for Area Sports (See appendix B)</p> <p>Please see attached Risk assessment for Cross Country (See appendix C)</p>



## 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
<b>Plan and monitor</b>	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
<b>Evaluate</b>	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:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Develop lunchtime play provision to increase activity for least active groups.	<p>1.. Continue implementing the playground leaders' program within the school setting, enabling children to participate in a variety of games taught to the leaders last year.</p> <p>2. Provide training for next years playground leaders to ensure that they can fulfil the role of being a playground leader next half term.</p> <p>3 . Saints PE will work with groups on a weekly basis. These groups will be formed by teachers, selecting students who find PE challenging as well as those who excel in the subject</p>	I would like to see playground leaders confidently organising and leading a range of games during break times, ensuring that all pupils have opportunities to take part in active play. I would also like to see next year's playground leaders fully trained and ready to take on their roles by the next half term. In addition, I would like to see Saints PE working with selected groups on a weekly basis, with these groups including pupils who find PE challenging as well as those who excel, promoting improved confidence, skills and peer support across all abilities.	<p>Youth voice data through surveys or interviews with a variety of pupils (leaders, children participating with lunchtime activities/.</p> <p>Conduct regular observations of the playground to see how the implementation of the playground leaders are going.</p> <p>Pupil voice with students in the Saints PE group</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (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
<b>Plan and monitor</b> (Complete now and monitor)	<i>Recognition of children taking part in sporting activities inside and outside of school in one Celebration Assembly a term and weekly newsletter.</i>	<p>Implementing certificates for sporting achievements inside of school and celebrating any sporting achievements from the pupils in the school newsletter.</p> <p>In celebration assemblies, begin to recognise the students who have worked hard in PE with a certificate.</p>	<i>Profile of sport and other forms of physical activity continuing to be raised within the school. Regular reminders and observations of children being recognized to give encouragement to others.</i>	Pupil voice with the students about how they feel about having the PE certificates in assembly. Ask them whether it inspires them to work and engage within the subject.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (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
<b>Plan and monitor</b> (Complete now and monitor)	Provide a range of extra curricular activities for the students to be engaging in to therefore raise the profile of sport within the school.	<p><u>After school clubs to include:</u>  <b>Saints Academy</b> – girls' football.  <b>Soccer Schools</b> – boys' football.  <b>Soccer Schools</b> – mixed athletics.                      Intergr8 – dance club                      Staff after school clubs- Variety of activities.</p> <p><i>A whole school summer event with practice sessions leading up to the event.</i></p> <p><u>Lunch time sports to include:</u>                      Football and playground leader activities.</p> <p><u>Whole class PE Sessions to include:</u>  <b>Swimming Sessions</b> Y5 and also Y6 children who did not meet the NC requirements for swimming and water safety.</p>	<p>Providing a wide range of extracurricular activities will increase pupil engagement in sport and physical activity beyond the curriculum. This will help raise the profile of sport across the school, fostering a positive culture where participation is valued and celebrated. As a result, pupils will have greater opportunities to develop skills, confidence, and enjoyment in physical activity, leading to improved health, teamwork, and overall well-being.</p>	<p><b>Pupil voice surveys</b> to show if the students enjoyed or engaged in the sport.</p> <p><b>Parent feedback</b> on pupils' enthusiasm for physical activity outside school hours.</p> <p><b>Displays or newsletters</b> celebrating extracurricular achievements.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (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
<b>Plan and monitor</b> (Complete now and monitor)	<p>Continual development of the whole school CPD around PE including.</p> <ul style="list-style-type: none"> <li>- CPD for subject leader and wider school,</li> <li>- Continual implementation of whole school scheme of learning.</li> </ul>	<p>1.)Development of role PE lead to ensure PE curriculum delivered including PE Conference and working with Perins PE Department. CPD for staff – provision for SEND children.</p> <p>Teacher to observe a teacher teaching PE every half term.</p> <p>b.) Whole-school scheme of learning to support staff in teaching of PE.</p>	<p>A PE Scheme of Learning was introduced last academic year to improve consistency and clarity in lesson delivery. This supported increased teacher confidence and subject knowledge across all year groups. As a result, pupils benefited from more structured, engaging, and progressive PE lesson. By introducing CPD for the subject leader and staff we should see the continual development in PE.</p>	<p>Staff surveys to understand what areas they feel they need support in.</p> <p>Subject leader to observe teachers' lessons to see how SOL is being implemented.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (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
<b>Plan and monitor</b> (Complete now and monitor)	To develop and enhance school PE equipment and facilities, ensuring pupils have access to high-quality resources that support a broad and engaging physical education curriculum.	To achieve this, we will begin by auditing current PE equipment and facilities to identify any gaps. Following this, high-quality resources will be purchased to support a broad and engaging curriculum. We will ensure that all equipment is accessible and maintained for regular use, and staff will receive training on the effective use of new resources to maximise impact.	As a result, pupils will have access to a wider range of high-quality PE resources, leading to increased engagement and participation in lessons. This will support improved skill development and confidence across all year groups, while enhancing the overall quality of PE teaching through better resources and informed practice.	<p><b>Purchase records</b> showing new or upgraded PE equipment purchased.</p> <p><b>Usage logs</b> demonstrating increased use of new equipment or spaces</p> <p><b>Teacher feedback</b> on improved lesson delivery and pupil engagement due to better resources.</p> <p><b>Pupil voice surveys</b> indicating increased enjoyment and confidence in PE lessons.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## **Appendix:**

**Appendix A:** Agenda for Sports Day 2025.

<H:\TeachersPool\Sports Day\2025\Agenda.docx>

**Appendix B:** Risk assessment for Area Sports

<H:\TeachersPool\Area Sports\Area Sports 2025\RISK ASSESSMENT FORM.docx>

**Appendix C:** Cross Country risk assessment

<H:\TeachersPool\Trips\2024-2025\Cross country\RISK ASSESSMENT FORM.docx>