



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



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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	<b>63% of pupils in year 6 can swim 25 metres.</b>  Evidenced on DCC School Swimming Standard Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%.  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)	<b>44% of pupils in year 6 can use a range of strokes effectively.</b>  Evidenced on DCC School Swimming Standard Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%.  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	<b>88% of pupils in year 6 can perform safe self rescues.</b>  Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 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><b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Mainly through PE specialist coach, upskilling and using lessons as a joint/shared role in some topics including sports hall athletics/golf. Use of PE scheme and learning walks by PE lead.</p> <p>Staff have well structured lessons and video examples to support with practice with each specific activity within each lesson for a range of topics.</p>	<p>Staff now feel confident to enjoy delivering high quality Physical Education but we need this to apply to all topics as dance is one that staff don't feel as confident with despite use of videos to assist with teaching.</p> <p>See staff confidence in first column. Staff conversations during meetings indicate the gaps that remain in confidence.</p>
<p><b>2.</b> Increasing engagement of girls/SEND/disadvantaged participation both internally and externally in regular physical activity and sporting activities</p>	<p>Additional opportunities for all pupils to engage in physical activity at lunchtime. On Fridays girls have the MUGA to play football every week.</p> <p>Pupil premium children selected to take part in out of school competitions and taster events such as gymnastic festivals. Pupil premium children also selected for out of school activities opportunities such as athletics, football, netball and gymnastics clubs.</p> <p>Competitions attended and matches with other schools for netball, football, athletics and gymnastics.</p>	<p>Not all of these groups accessed these opportunities through personal choice.</p> <p>SEND participation not 100% across these clubs/competitions.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>3. Raising the profile of PE and sport across the school, to support whole school improvement</b></p>	<p>Sports Leader certificates in assemblies to promote the status of sport and participation</p> <p>Active 10 rolled out to complete daily and using the daily mile on the play ground or active videos to get children moving in class.</p> <p>Pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p>	<p>Not all pupils are active for 60 minutes a day 7 days a week.</p> <p>Active 10 has taken up a lot of curriculum time during the day so wasn't completed all of the time, this has been reduced down to 1 day a week.</p>
<p><b>4. Offer an experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</b></p>	<p>Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved:</p> <p>Extra-curricular – Boxing, Gymnastics, Netball, Football, Cricket, Athletics</p> <p>Curriculum time to engage all pupils – dance, boxing and golf.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities</p>	<p>Only certain year groups accessed some of the clubs due to limit in funding and time of specialist coaches for boxing, golf and gymnastics.</p> <p>Each year group has a dance topic within their curriculum timetable for the year.</p> <p>Certain children offered opportunities to attend taster events such as gymnastics, athletics and accessible events on sports day.</p>
<p><b>5. Increasing participation in competitive sport</b></p>	<p>Girls football matches set up with other schools to raise interest and promote girls in sport.</p> <p>Girls MUGA day on a Friday for only girls to increase their exposure to the sport.</p> <p>Girls taken part in netball matches with other schools.</p> <p>Athletics, swimming, basketball and football competitions attended</p>	<p>Continue to include girls in girls only competitions such as football.</p> <p>Continue to provide a range of competition opportunities covering a range of sports.</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	Not yet complete	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Not yet complete	
3. Perform safe self-rescue in different water-based situations	Not yet complete	

Aim	Why?	Key Area	Supporting evidence
Focus on providing a range of sporting opportunities for children across school through clubs and competitions	To ensure all children can access a sport that they love and discover a love for sport to ensure long term levels of participation in physical activity	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	Club participation logged for how many children have taken part in the clubs/competitions across the year
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.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Increasing engagement of all pupils in regular physical activity and sporting activities	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked for participation in clubs and competitions across school
Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.

## 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
<b>Plan and monitor</b> (Complete now and monitor)	Focus on providing a range of sporting opportunities for children across school through clubs and competitions	<p>Book events with ESSP at the start of the year to cover the whole year for a range of competitions and sports such as athletics, basketball, swimming and gymnastics.</p> <p>Through delivery of curriculum across all year groups that has a diverse range of topics offering a range of topics in each year such as dance, athletics, basketball, tag rugby, badminton, handball to name a few.</p>	To see increased participation in physical activity across all year groups, with more children engaging in a wider variety of sports both during and beyond school hours. By offering a diverse range of clubs and competitive opportunities, pupils will develop greater confidence, teamwork, and resilience, alongside improved physical fitness and skill development. There should also be a noticeable rise in enthusiasm towards PE, with children more willing to try new activities and represent the school in competitions. Over time, this inclusive approach is expected to foster a lifelong positive attitude towards health and physical activity, while also identifying and nurturing sporting talent within the school.	<p>Pupil numbers for clubs and competitions</p> <p>Pupil surveys</p> <p>Observations of engagement</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)				

## 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
<b>Plan and monitor (Complete now and monitor)</b>	<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, basketball, football and athletics)</p> <p>Implementation of mini-leader games led at lunch by pupils. Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 5/6 playleaders.</p> <p>Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play.</p>	<p>That all pupils develop consistently active lifestyles, with the majority achieving at least 60 minutes of physical activity each day across the week. By increasing opportunities for movement within the school day and monitoring activity beyond school, pupils—particularly those in identified focus groups—will show improved engagement in regular physical activity. This should lead to enhanced physical health, fitness, and wellbeing, alongside improved concentration and readiness to learn in the classroom. Over time, pupils will build positive habits and a greater awareness of the importance of staying active, resulting in more independent participation in physical activity both in and out of school, and a reduction in inactivity levels among targeted groups.</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
<b>Evaluate (Complete in July)</b>				

## 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
<b>Plan and monitor (Complete now and monitor)</b>	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.	<p>Sports Day for each year group – training for all events completed beforehand with specialist in lead up to event day.</p> <p>Netball, football and athletics competitions with other schools but also during after school clubs.</p>	<p>Pupils have regular and meaningful opportunities to take part in competitive sport, both within school and against other schools, in formats that meet their needs and abilities. This inclusive approach will increase participation and ensure that all pupils, including those less confident or less active, feel able to engage in competition. As a result, pupils will develop key personal qualities such as resilience, teamwork, sportsmanship, and confidence, alongside improving their physical skills. There should also be greater enthusiasm for representing the school and a stronger sense of belonging and pride. Over time, this will foster a positive attitude towards competition, ensuring it is viewed as an enjoyable and accessible experience for all, rather than something limited to the most able.</p>	<p>Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day.</p> <p>Competition calendar and register of participants.</p> <p>Sports Day format that rewards all children who take part and recording of scores for teams.</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate (Complete in July)</b>				

**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
<b>Plan and monitor</b> (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 if there is time towards the end of the swimming unit in their remaining lessons.	Following our core curriculum and water safety lessons we will identify pupils for top-up swimming and make arrangements with swimming providers.  Utilise time within existing lessons to cover key skills and areas for development.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term.	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)				

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