

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



- 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	70% of children could swim 25m. Swimming attainment data has been taken from the swimming assessment tracker, using information provided by the swimming teacher.	Ideally we would want this to be nearer 90% Swimming attainment data has been taken from the swimming assessment tracker, using information provided by the swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	70% of children could swim 25m in a range of strokes. Swimming attainment data has been taken from the swimming assessment tracker, using information provided by the swimming teacher.	Ideally we would want this to be 90%. Swimming attainment data has been taken from the swimming assessment tracker, using information provided by the swimming teacher.
3. Perform safe self-rescue in different water-based situations	75% of children could perform basic self-rescue.. Swimming attainment data has been taken from the swimming assessment tracker, using information provided by the swimming teacher.	We would want this to be 100% and look to have covered the more advanced rescue skills.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	Staff demonstrated increased confidence, knowledge and skills when teaching PE and a range of sporting activities. Staff were comfortable using the PE scheme and were able to use the planning and resources effectively to deliver well-structured and engaging lessons. This increased confidence was evident through lesson observations and learning walks. Internal CPD was used effectively to upskill teachers and support staff, providing them with additional knowledge, practical strategies and guidance to support the delivery of high-quality PE lessons. Pupil voice was also positive, with children reporting that they enjoyed PE and found lessons fun, engaging and varied.	A clearer structure for ongoing CPD, alongside regular feedback and support for teachers, would have further strengthened staff confidence and helped to ensure consistently high-quality PE teaching across the school.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Monitoring showed that approximately 70% of classes were consistently using the full one-hour allocation for both PE lessons, demonstrating that the majority of pupils were receiving their expected curriculum PE entitlement. Pupil voice has been very positive, showing that children are happier, more active and more engaged during these periods of the day.	An area for continued focus is ensuring that all classes consistently use the full one-hour allocation for PE. Monitoring showed that this was not yet consistent across the school, meaning some pupils may not always be receiving their full curriculum PE entitlement. Moving forward, clearer expectations, regular monitoring and ongoing support for staff will help ensure that allocated PE time is protected and used effectively across all year groups.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Celebrating sporting success was a key strength throughout the year. Pupils' achievements were regularly recognised through assemblies, alongside identifying and celebrating the individual skills, talents and progress of children across the school. The profile of PE and sport was also raised through regular exposure during assemblies, sharing achievements, promoting opportunities available to pupils and highlighting upcoming sporting events and activities. This was used to inspire pupils, increase engagement and encourage more children to participate in physical activity and sport.	A key area for continued development is ensuring greater consistency across the school, with all classes protecting and making full use of their allocated one-hour PE lesson each week.
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	A wide range of sporting activities was offered to both boys and girls across the school, with activities varied throughout the year to provide pupils with different experiences and opportunities. This was supported by both external coaches and school staff, helping to provide a broad and varied PE curriculum.	Moving forward, a broader range of extra-curricular sporting activities should be offered to KS1 pupils. Increasing the variety and accessibility of opportunities will help to promote participation and ensure that engagement in sport and physical activity is consistent across the whole school.
5. Increasing participation in competitive sport	Children across the school were given opportunities to take part in a wide range of competitive sporting events across Cambridgeshire. These included SEND bowling, running and cross-country events, as well as a variety of football and netball competitions. This provided pupils of different ages and abilities with opportunities to represent the school and experience competitive sport.	Continuing to develop the range of competitive sporting opportunities available, particularly for KS1 pupils, would further broaden the school's offer. Providing younger pupils with more opportunities to represent the school and experience competitive sport will help build confidence, engagement and enjoyment from an early age.

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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	73% of children could swim 25m in year 6. Swimming attainment data has been taken from the swimming assessment tracker, using information provided by the swimming teacher.	Still 25% of pupils in year 6 could not swim 25m. Swimming attainment data has been taken from the swimming assessment tracker, using information provided by the swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	83% of children could use at least two strokes for at least 10m in year 6 Swimming attainment data has been taken from the swimming assessment tracker, using information provided by the swimming teacher.	Distance was short of 25m Swimming attainment data has been taken from the swimming assessment tracker, using information provided by the swimming teacher.
3. Perform safe self-rescue in different water-based situations	73% of pupils could perform basic self rescue skills Swimming attainment data has been taken from the swimming assessment tracker, using information provided by the swimming teacher.	We would want this to be 100% and look to have covered the more advanced rescue skills.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Aim	Why?	Key Area	Supporting evidence
Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities.	To increase the number of children who are regularly active and encourage positive attitudes towards physical activity that can be sustained over time.	Physical health & active lifestyles	Regular assembly focuses led by the PE Lead have also helped to maintain the profile of PE, sport and physical activity across the school, reinforcing why being active is important and encouraging children to develop positive attitudes towards healthy, active lifestyles.
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity.	To use PE and physical activity to develop wider skills such as confidence, resilience, teamwork, communication and positive relationships.	Personal development & wellbeing	PE, School Sport and Physical Activity have been used to support the wider development of pupils across the school. Through curriculum PE, competitive sport and extra-curricular opportunities, children have developed important skills including teamwork, resilience, confidence, communication and leadership.
Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity.	To ensure pupils receive consistently high-quality PE teaching that supports appropriate challenge, progression and achievement across the school.	Quality of teaching & pupil progress	PE learning walks throughout the year, with instant feedback when required to help and guide.
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.	To provide a broader range of accessible opportunities that appeal to different interests and encourage more pupils to be physically active beyond curriculum PE.	Participation & engagement	A broad range of clubs, including KS1 football, netball, girls' and boys' football, mixed football and dance across all age groups, provided pupils with greater choice and encouraged wider participation in physical activity beyond curriculum PE.
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate.	To ensure pupils of all ages and abilities have opportunities to experience competition, represent the school and develop confidence, teamwork and sportsmanship.	Inclusion & competitive sport	Wide range of sporting competitive sports: Para Bowling, Cross country, girls and boys football and netball.

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



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

Your objective: *Raising the profile of PE and sport across the school, to support whole school improvement*



association for
PHYSICAL EDUCATION



	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)	<i>Raising the profile of PE, physical activity and sport across the school, to support whole school improvement</i>	Regular PE and sport-focused assemblies led by the PE Lead, promoting the importance of physical activity and healthy lifestyles. Celebrate individual and team sporting achievements through assemblies, including achievements both inside and outside of school. Regularly promote upcoming competitions, clubs and sporting opportunities to increase awareness and participation.	PE and sport have become increasingly visible and valued across the school. Regular celebration of sporting achievements, assemblies and promotion of opportunities have helped to increase pupils' awareness of the importance of being active and encouraged greater engagement in physical activity.	Pupil voice to measure enjoyment, engagement and attitudes towards PE and sport. PE learning walks and lesson observations to monitor engagement and participation.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The profile of PE and sport was also raised through regular exposure during assemblies, sharing achievements, promoting opportunities available to pupils and highlighting upcoming sporting events and activities. This was used to inspire pupils, increase engagement and encouraged high numbers in after school clubs.	These improvements are sustainable as the regular promotion and celebration of PE and sport is now embedded within school practice. Moving forward, I will continue to build on this by using external providers, local clubs and other outside resources to further promote sport, increase opportunities and encourage greater pupil participation.	Competition and event records showing pupils taking part in a range of sporting opportunities. Photographs, newsletters and school communications celebrating sporting achievements and promoting upcoming events.	PE Equipment - £1,700 Events and PE links: £580 CPD: £2,000.

Your objective: To ensure that all pupils consistently receive their full entitlement of two hours of high-quality curriculum PE each week



association for
PHYSICAL EDUCATION



	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 participation and engagement in PE and physical activity, ensuring inclusive opportunities for all pupils, particularly girls and SEND pupils.	Promote inclusive participation within PE lessons, using adaptations where needed to ensure all pupils can take part successfully. To embed OPAL to increase inclusive lunchtime activity, provide targeted opportunities such as girls-only football, and increase access to SEND competitions including para athletics and para bowling.	Increased participation, engagement and enjoyment within PE lessons, alongside more pupils choosing to be physically active at lunchtimes and through clubs and competitions. Girls, SEND pupils and less-active children will feel increasingly confident and included in PE and sport.	Pupil voice, PE learning walks, lesson observations, club registers, competition participation and OPAL observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation and engagement within PE lessons has improved, with pupils increasingly involved in physical activity across the school day. Lunchtime activity has increased through OPAL, SEND pupils have accessed opportunities such as para bowling and para athletics, and girls' sport has received a greater emphasis through girls' football provision and multiple girls' football tournaments.	Yes. Inclusive practice is being embedded within PE lessons and OPAL provides sustainable opportunities for daily physical activity. Links with SEND and girls' competitions are now established and can continue. Girls' football will remain a focus, with school-led provision explored if external lunchtime coaching is unavailable	Children attending clubs, engagement seen during PE learning walks, lunchtime walks and observations, tournaments attended, participation in para bowling and para athletics, girls' running events, and conversations with external coaches.	OPAL: £5,500 Events and PE links: £580 CPD: £1000