



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



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Department
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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

<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	55% Children were able to swim for a whole term of 12 weeks. Children were assessed and then put into groups depending on ability.	One third of this cohort are disadvantaged, with one class having 50% of their children in this group. There were many children who had never swam before taking part in these swimming lessons.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	55% In groups, children were able to practice a range of strokes.	We spoke to the swimming center regarding an extra swimming slot to enable those children who did not meet the national curriculum requirement to continue swimming and have more lessons. Unfortunately, they did not have any slots available.
3. Perform safe self-rescue in different water-based situations	54%	As above

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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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Introduced a new topic in PE (quidditch) which came with CPD and increased staff teaching of a complete new unit but also this helped with goal 2 and increased engagement of the children as well and this changed the school curriculum.</p>	<p>Next step is to do more wider CPD on other topics in PE</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Introduced a new topic in PE (quidditch) which came with CPD and increased staff teaching of a complete new unit but also this helped with goal 2 and increased engagement of the children as well and this changed the school curriculum.</p>	<p>Introduce sports captains to help build children's engagement in PE</p>

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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>A bigger interest in all sports and we increased more numbers on our girls' football</p>	<p>To continue on this and make more inclusive sport</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>Introduced Quidditch to all the children so a wider curriculum</p>	<p>To speak to more children and create more opportunities for all children.</p>
<p>5. Increasing participation in competitive sport</p>	<p>We have increased numbers in clubs for competitive sports</p>	<p>Lack of girls matches due to other schools</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 25 metres	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>MP1 Continue to embed the high-quality, ambitious PE curriculum and enhance pupil's use of technical vocabulary to articulate skills and knowledge confidently.</p>	<p>To ensure all pupils receive high-quality PE lessons that develop physical literacy, confidence, and a secure understanding of key concepts and skills. To promote consistency and progression across the school through a structured, vocabulary-rich curriculum. To upskill teachers so they can confidently deliver PE using accurate technical terminology and effective assessment strategies. To strengthen pupils' ability to talk about their learning, improving metacognition and deepening understanding.</p>	<p>Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key Indicator 1: The engagement of all pupils in regular physical activity.</p>	<p>Updated PE curriculum maps and progression documents showing complete coverage across all key stages. Lesson observation records evidencing improved consistency and high-quality delivery. Staff CPD attendance logs and feedback forms showing increased confidence and competence. Vocabulary displays and resources evident in classrooms and PE spaces. Pupil voice surveys demonstrating increased use of technical language and understanding of key concepts. Assessment records showing progress in skill acquisition and vocabulary use. Peer observation and collaborative planning notes evidencing shared good practice.</p>

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>MP2 Develop and embed leadership skills in Year 6 pupils through the establishment and support of Sports Captains and pupil led PE initiatives.</p>	<p>To empower pupils as role models who inspire others to engage in physical activity and sport. To develop transferable leadership, communication, and organisational skills aligned with personal development priorities. To promote pupil voice and ownership in shaping PE and sport provision. To strengthen the sense of responsibility and teamwork across the school community</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key Indicator 5: Increased participation in competitive sport.</p>	<p>Records of Sports Captain selection process and training (attendance lists, photos, certificates). Leadership training agendas and feedback forms from NHSSP sessions. Timetables and attendance registers for pupil-led lunchtime and after-school clubs. Logs of pupil feedback gathered and actioned to improve provision. Assembly and newsletter features celebrating Sports Captains' achievements. Pupil and staff voice showing positive impact on leadership confidence and school engagement.</p>

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>MP3 Achieve the Gold School Games Mark by enhancing the quality and breadth of PE, sport and physical activity across the school.</p>	<p>To recognise and celebrate the school's commitment to delivering high-quality, inclusive physical education and sport. To ensure every pupil has access to a broad range of physical activities, including competitive and non-competitive opportunities. To strengthen community links and provide aspirational sporting experiences. To ensure sustainable and effective use of the Primary PE and Sport Premium funding aligned with measurable impact.</p>	<p>Key Indicator 5: Increased participation in competitive sport. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 1: The engagement of all pupils in regular physical activity. Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Completed audit and action plan mapped against the School Games Mark Gold criteria. Records of intra- and interschool competition participation (fixtures, results, photos). Club registers showing increased and sustained participation, including by SEND and disadvantaged pupils. Evidence of new or expanded extra-curricular clubs. Records of community engagement (visits, partnerships, sports role models). Funding statements and impact reports demonstrating effective and sustainable use of Sports Premium. School Games Mark submission and verification documents.</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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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	MP1 Continue to embed the high-quality, ambitious PE curriculum and enhance pupil's use of technical vocabulary to articulate skills and knowledge confidently.	Continue to implement and refine Premier PE planning and resources ensuring curriculum coverage is broad and ambitious. Provide targeted CPD sessions to improve teacher expertise and confidence in delivering PE and using correct vocabulary. Embed vocabulary progression and use of technical language in lessons through visual aids, sentence starters, and pupil discussions. Develop formative assessment strategies to monitor pupils' understanding and articulation of PE skills and knowledge.	Teaching across PE is consistently high quality, with confident and knowledgeable staff delivering well-structured lessons. Teachers accurately model and reinforce technical vocabulary, improving pupil understanding and communication of skills. Pupils articulate their learning clearly, showing deeper understanding of techniques, tactics, and key concepts. Formative assessment informs planning, ensuring that all pupils make strong progress from their starting points. A broad and ambitious PE curriculum engages all pupils and supports the development of lifelong physical literacy. A collaborative teaching culture promotes sustained improvement and consistency in PE delivery across the school.	Staff CPD attendance logs and feedback forms showing increased confidence and competence. Pupil voice surveys demonstrating increased use of technical language and understanding of key concepts.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				External CPD - £3000 Equipment - £7000

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
Plan and monitor (Complete now and monitor)	MP2 Develop and embed leadership skills in Year 6 pupils through the establishment and support of Sports Captains and pupil led PE initiatives.	Identify and select Year 6 Sports Captains based on leadership potential and enthusiasm for PE through a ballot. Provide Sports Captains with bespoke leadership training with NHSSP, focusing on running clubs, organising events, and promoting physical activity. Support Sports Captains to lead lunchtime and after-school clubs, including setting up equipment and organising games. Establish a system for Sports Captains to gather pupil feedback on clubs and PE activities to inform future provision.	Hope to see a more love and passion for PE and create a real enthusiasm for PE not just from the sports captain but from all the children in the school. Create a leadership with the year 6 that take control of their PE but also to help them with building values ready for year 7. But also to help build a relationship with helping the younger children.	Records of Sports Captain selection process and training (attendance lists, photos, certificates). Leadership training agendas and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				Equipment - £1300

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
Plan and monitor (Complete now and monitor)	MP3 - Achieve the Gold School Games Mark by enhancing the quality and breadth of PE, sport, and physical activity across the school.	Conduct a comprehensive audit of current PE and sport provision against School Games Mark criteria. Increase pupil participation in intra- and inter-school competitions, festivals, and events across all year groups. Develop a wider range of inclusive extra-curricular clubs targeting pupils of all abilities, including SEND and disadvantaged pupils, supported by Sports Captains. Strengthen community links to access local sports facilities and role models, enriching pupils' PE and sporting experiences. Regularly monitor and evaluate the use of PE and Sport Premium funding to ensure sustainability and measurable impact.	The school achieves or works effectively towards the Gold School Games Mark, reflecting excellence in PE and sport provision. A higher proportion of pupils participate in competitive sport and school events, increasing engagement and enthusiasm for physical activity. Inclusive extra-curricular clubs provide opportunities for all pupils, particularly SEND and disadvantaged to take part and succeed. Stronger partnerships with local clubs and organisations broaden pupils' sporting experiences and community involvement. PE and Sport Premium funding is used strategically and sustainably, leading to long-term improvements in provision and outcomes. A culture of enjoyment, ambition, and inclusivity in sport is firmly embedded across the school.	Completed audit and action plan mapped against the School Games Mark Gold criteria. Records of intra- and interschool competition participation (fixtures, results, photos). Club registers showing increased and sustained participation, including by SEND and disadvantaged pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	External workshops - £2000 Equipment - £5000 SEND inclusive training £1000

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