

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

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

- 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)

- 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	**72% of pupils in Year 6 can swim 25 metres.** Evidence on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	We would like to achieve a 100% pass rate. Evidence on Swimphony 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)	**76% of pupils In Year 6 can use a range of strokes effectively.** Evidence on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	We would like to achieve a 100% pass rate. Evidence on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	**72% of pupils In Year 6 can perform safe self rescues.** Evidence on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	We would like to achieve a 100% pass rate. Evidence on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.

Review of the last academic year (2024/2025)

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	A CPD program that increased staff confidence in delivering Dance, Gymnastics, Games and Athletics. Planning resources provided to support delivery of lessons. Embed Move with Max scheme within Reception. 6 week teaching block to support staff with delivery as well as a CPD course for EYFS lead and also a celebration festival. Developed curriculum for Reception ensuring that fundamental movement skills are taught well and linked to story to encourage engagement. Number of children achieving the developmental EYFS goal in physical movement increasing from previous years.	Not all CPD sessions were attended by all staff. Survey to be completed to assess areas of focus for next academic year's CPD.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A range of after school clubs were delivered 4 nights per week as well as a lunchtime club 1 day a week. Increased activity from children in all year groups. After school clubs will remain to be free of charge next academic year ensuring that all children have the opportunity to engage in physical activity through school. Children participating in new sports and joining local clubs. BLAST sessions for 30 minutes weekly to increase high intensity activity to all classes. Sports week to include taster sessions of a range of sports. Registers to show attendance of BLAST sessions and after school provision. Participation will be analysed and split into PP, SEN, Boys, Girls and Year group.	Feedback from staff and children informed next year's offer. Feedback from parent survey linked to the OAA Day also provided information for adaptations to WSSW. Parent feedback suggested that parental involvement during the school day was difficult and possibly had a detrimental effect on the children who didn't have a parent attend the sessions.

Review of the last academic year (2024/2025)

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	Playground leaders trained in the Autumn term so they were able to run playground provision all year. Year 5 and 6 pupils to participate in a wellbeing project linked to mental health. Increased positive mental health amongst Year 5 and 6 pupils who can then set up a well-being group for children in Key Stage 2. Termly PE and sport newsletter to be produced to share achievements of children attending local clubs.	Not all pupils were active for 60 minutes every day.
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	Year 3/4 football team and a Year 5/6 football team to join a local league. Fixtures and results table. Year 5/6 team finished 3rd in the league. Cricket coaching block to be delivered to Year 4 – 6 through the 'A chance to shine' project.	Not all pupils were active for 60 minutes every day.
5. Increasing participation in competitive sport	Year 3/4 football team and a Year 5/6 football team to join a local league. Fixtures and results table. Year 5/6 team finished 3rd in the league.	Continue to develop our competition provision. Aim to have all year groups attend at lest one inter school competition next academic year.

Aims for the next academic year (2025/2026)

- 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*

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.	**48% of pupils in Year 6 can swim 25 metres.** Evidence on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	We would like to achieve a 100% pass rate. Evidence on Swimphony 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)	**50% of pupils In Year 6 can use a range of strokes effectively.** Evidence on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	We would like to achieve a 100% pass rate. Evidence on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	**50% of pupils In Year 6 can perform safe self rescues.** Evidence on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	We would like to achieve a 100% pass rate. Evidence on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
To engage more children in a range of sports increasing the amount of active daily minutes. To allow children to try a range of sports they may not otherwise try.	To ensure all children are participating in two hours of high quality PE every week.	Key Area 1: The engagement of all pupils in regular physical activity. It aims to increase the amount of active daily minutes children participate in. It focuses on engaging more children in physical activity, particularly those who may be less active. Providing opportunities to try a wider range of sports can increase participation, enjoyment and lifelong engagement in physical activity.	Whole-school PE timetable showing all classes receive a minimum of 2 hours of PE per week. PE curriculum maps show broad and progressive coverage of a range of sports and physical activities. Registers/Assessment sheets from PE lessons indicate high levels of pupil participation. Increased participation in extracurricular clubs, lunchtime activities and active play opportunities. Staff monitoring records demonstrate that PE lessons are delivered consistently and regularly. Evidence from sports leaders, playground leaders or active play initiatives demonstrates greater engagement in physical activity during break and lunchtime. Photographs, newsletters and social media posts celebrate participation in a wide range of activities and sports. Assessment data and teacher evaluations indicate improvements in physical competence, confidence and engagement. Increased uptake of opportunities to try new sports through curriculum lessons and enrichment activities.
To continue with specialized OAA delivery for all children from Reception to Year 6.	To ensure all children are participating in two hours of high quality PE every week. To ensure that all pupils are active on average for 60 minutes per day. To build transferrable skills such as empathy, collaboration, perseverance and improved communication skills.	Key Area 4: Broader experience of a range of sports and activities offered to all pupils. To continue specialist OAA provision for all children from Reception to Year 6, ensuring access to high-quality outdoor and adventurous learning experiences that develop physical, social and cognitive skills.	Whole-school PE timetable evidencing a minimum of 2 hours of curriculum PE for every class. Curriculum maps showing coverage of all areas of the National Curriculum. Planning evidencing progressive skills development across year groups. PE assessment data showing pupil engagement and progress. 100% of pupils access specialist OAA provision annually. Pupils experience a wider range of physical activities beyond traditional team sports. Improved teamwork, communication and problem-solving skills. Increased confidence and resilience when facing physical and cognitive challenges. Higher levels of engagement in PE and physical activity across the school. Positive pupil and parent feedback demonstrating enjoyment and enthusiasm for outdoor learning opportunities.

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
To promote team sports within the school and locality.	To ensure that all pupils access competition in school and outside school as well as encourage all pupils to participate in and enjoy valuable experiences.	Key Area 4: Broader experience of a range of sports and activities offered to all pupils To continue specialist OAA provision for all children from Reception to Year 6, ensuring access to high-quality outdoor and adventurous learning experiences that develop physical, social and cognitive skills.	Records of participation in inter-school competitions, leagues and festival. Competition registers showing increased numbers of pupils representing the school. Opportunities provided for all pupils, including SEND and less-active children, to participate in competitive events. Photographs, newsletters and social media posts celebrating sporting achievements and participation. Pupil voice surveys demonstrating enjoyment and positive attitudes towards competition. Links with local sports partnerships, secondary schools and community clubs to increase competitive opportunities. Evidence of personal development outcomes such as teamwork, resilience, leadership and sportsmanship. Certificates, medals and event reports from festivals and competitions.
To develop the EYFS curriculum linked to story. To develop staff CPD.	To enhance staff knowledge, confidence and consistency in practice, ensuring high-quality teaching and improved outcomes for all pupils.	Key Area 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement. It uses physical activity to support wider curriculum learning. It promotes PE as a vehicle for developing literacy, communication and engagement. It helps embed movement across the curriculum rather than viewing PE as a standalone subject. To develop staff CPD. Key Area 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport: The focus is directly on improving staff expertise. Enhanced staff knowledge leads to higher-quality PE provision and more sustainable improvements over time.	Staff training focused on using physical activity to support learning across the curriculum. Evidence of movement-based learning embedded within lessons, particularly in EYFS and Key Stage 1. Curriculum plans demonstrating links between PE, literacy, communication and wider learning. Examples of physically active lessons shared during staff meetings and professional development sessions. PE and physical activity featured in staff briefings. Displays, newsletters and social media posts celebrating PE and active learning across the school. Increased opportunities for children to develop communication, teamwork and leadership skills through physical activity.

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
To encourage positive mental health and educate children with the science linked to positive and negative mental health.	To help children understand how physical activity impacts both their physical and mental wellbeing, enabling them to develop healthy habits, build resilience, manage emotions effectively, and make informed choices that support positive mental health throughout their lives.	Key Area 1: The engagement of all pupils in regular physical activity. It promotes understanding of the benefits of being physically active. It encourages children to develop lifelong healthy habits and increase participation in physical activity. It focuses on the link between physical activity, wellbeing and healthy lifestyles.	Pupil voice surveys demonstrating an increased understanding of the link between physical activity and well-being. Lesson plans and curriculum materials explicitly teaching the benefits of exercise for physical and mental health. Evidence of wellbeing-focused PE lessons, including discussions around resilience, self-esteem, stress management and healthy lifestyles. PSHE and PE curriculum links promoting the relationship between physical activity and positive mental health. Increased participation rates in PE lessons, active playtimes and extracurricular clubs. Children able to articulate how exercise helps them feel healthier, calmer, more focused and resilient. Assemblies, themed weeks or workshops promoting healthy lifestyles and positive mental wellbeing. Displays and resources around school highlighting the benefits of physical activity for both body and mind. Evidence of active learning opportunities being embedded throughout the school day. Participation in events linked to wellbeing, mental health awareness and healthy lifestyles.

Plan, monitor and evaluate (2025/2026)

- 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:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To continue with specialized OAA delivery for all children from Reception to Year 6.	Provide 6 hours of OAA for each class across the academic year delivered by Thrills and Skills for Life as well as an OAA Day as part of our annual Sports Week in June 2026.	Improved communication skills, resilience, perseverance, collaboration and other transferable skills.	Whole-school PE timetable evidencing a minimum of 2 hours of curriculum PE for every class. Curriculum maps showing coverage of all areas of the National Curriculum. Planning evidencing progressive skills development across year groups. PE assessment data showing pupil engagement and progress.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Improved communication skills, resilience, perseverance, collaboration and other transferable skills.	Staff have attended sessions with their class for a number of years and are now confident delivering the sessions without an external provider.	Higher levels of engagement in PE and physical activity across the school. Positive pupil and parent feedback demonstrating enjoyment and enthusiasm for outdoor learning opportunities. 100% of pupils access specialist OAA provision annually. Pupils experience a wider range of physical activities beyond traditional team sports. Improved teamwork, communication and problem-solving skills. Increased confidence and resilience when facing physical and cognitive challenges.	£3320

Your objective:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To promote team sports within the school and locality.	Join 3 football leagues: Year 3 and 4 football Year 5 and 6 football Girl's football Hold trials, training and attend league matches with the teams.	Increased participation in competitive sport across KS2, with opportunities available for Year 3/4, Year 5/6 and girls' football teams. Greater engagement of pupils in extracurricular physical activity, including regular training sessions and league fixtures. More pupils representing the school in local competitions, raising the profile of sport and inspiring wider participation across the school Development of positive attitudes towards physical activity, commitment and sportsmanship through regular attendance at training and league matches. Enhanced links with local schools and sporting organisations, providing pupils with meaningful competitive experiences.	Records of participation in inter-school competitions, leagues and festival. Opportunities provided for all pupils, including SEND and less-active children, to participate in competitive events. Links with local sports partnerships, secondary schools and community clubs to increase competitive opportunities.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Improved football-specific skills, teamwork, communication, resilience and tactical awareness through structured coaching and competitive match play. Increased confidence and enjoyment of sport, particularly for girls, helping to promote inclusivity and equal opportunities in physical activity. Improved physical fitness, wellbeing and personal development as pupils participate in sustained physical activity throughout the season. Increased participation and engagement.	Yes. Football becomes an embedded part of the school's extracurricular offer, with sustainable teams, regular competition opportunities and increased participation across all pupil groups.	Competition registers showing increased numbers of pupils representing the school. Photographs, newsletters and social media posts celebrating sporting achievements and participation. Pupil voice surveys demonstrating enjoyment and positive attitudes towards competition. Evidence of personal development outcomes such as teamwork, resilience, leadership and sportsmanship. Certificates, medals and event reports from festivals and competitions.	£510

Your objective:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To raise the profile of active lifestyle for families by delivering a 'Grab a Grown Up' scheme.	6 x 1 hour weekly sessions to be delivered to children in Reception to Year 4. Families are invited in to take part in the sessions. Sessions to be delivered from 2pm – 3pm at the end of the school day to encourage attendance and link with collecting pupils from school.	Increased family engagement in physical activity, encouraging children and adults to be active together and develop healthier lifestyles. Improved attitudes towards physical activity, with families gaining a greater understanding of the importance of regular exercise for physical and mental wellbeing. Increased opportunities for less active pupils and families to become involved in physical activity in a supportive and enjoyable environment. Greater awareness of how simple activities can help families achieve the recommended daily physical activity levels.	Positive feedback from families. Increased participation in extracurricular clubs and physical activity opportunities. Photographs, registers and event records. Pupil voice evidencing increased enjoyment and motivation to be active.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Increased participation in school-led sporting and physical activity events. Higher levels of pupil motivation and enjoyment, as children see parents, carers and family members actively involved in school activities. Strengthened relationships between home and school through shared positive experiences. Improved pupil confidence, wellbeing and sense of belonging through participation alongside family members.	The scheme establishes positive habits and routines for families to continue being active together outside of school. It created stronger home-school partnerships that support ongoing engagement in physical activity initiatives. It provided families with ideas and activities that can be repeated at home with little or no cost. Increased family engagement can lead to greater participation in future sports events, clubs and wellbeing initiatives.	Positive feedback from families. Increased participation in extracurricular clubs and physical activity opportunities. Photographs, registers and event records. Pupil voice evidencing increased enjoyment and motivation to be active.	£990

Your objective:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To deliver Team Up Training to Year 5 and 6 pupils to become more aware of metal health.	External provider to deliver the Team Up program to Year 5 and 6 pupils over the course of the Autumn term.	Increased awareness and understanding of mental health and wellbeing amongst Year 5 and 6 pupils. Improved confidence in discussing mental health and seeking support when needed. Development of resilience, coping strategies and emotional regulation skills to help pupils manage challenges both in and out of school. Improved pupil wellbeing, self-esteem and confidence, positively impacting engagement in school life, learning and physical activity. Pupils will be better equipped to support their peers and contribute to a positive, inclusive school environment.	Pupil voice demonstrating increased knowledge and confidence when discussing mental health. Feedback from pupils, staff and parents. Observations of improved confidence, resilience and social interactions.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Pupils will be able to recognise the signs of positive and negative mental health in themselves and others. Reduced stigma surrounding mental health through open and age-appropriate discussions. Increased understanding of the links between physical activity, healthy lifestyles and positive mental wellbeing.	Knowledge and strategies learned can be applied throughout pupils' primary education and beyond. Trained pupils can act as positive role models for younger children and their peers. Supports the development of a whole-school approach to wellbeing, creating lasting cultural change. Stronger pupil understanding of the connection between physical activity and mental wellbeing encourages healthier lifestyle choices in the future.	Increased use of positive wellbeing strategies by pupils. Evidence of pupils applying their learning through class discussions and wellbeing activities.	£2000

Your objective:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To offer a range of after school clubs to all pupils.	Two after school clubs per week offered to pupils in Year 1 – 6 every week of the academic term.	Increased participation in physical activity through a broad range of inclusive after-school clubs that cater for different interests, abilities and age groups. Increased engagement of less active pupils, helping more children achieve the recommended 60 active minutes per day. Increased opportunities for pupils to develop teamwork, communication, leadership and social skills in a non-classroom setting. Reduced barriers to participation by providing a variety of opportunities that appeal to a wider range of pupils.	Club registers showing increased attendance and participation rates. Increased participation from targeted groups, including less active pupils, SEND pupils and disadvantaged pupils. Positive feedback from parents and staff.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Improved physical fitness, coordination, confidence and sport-specific skills through regular participation. Greater enjoyment of PE, sport and physical activity, leading to more positive attitudes towards healthy lifestyles. Improved wellbeing and mental health through regular physical activity and positive social interaction. Enhanced self-esteem and resilience as pupils experience success, learn new skills and challenge themselves.	Establishes lifelong positive attitudes towards physical activity and healthy lifestyles. Develops a culture of participation where extracurricular sport and activity are valued across the school. Provides ongoing opportunities for pupils to discover activities they may continue beyond primary school. Creates pathways into community sports clubs and local activities, encouraging continued participation outside school. Embeds extracurricular physical activity as a key part of the school's PE and sport offer.	Pupil voice demonstrating enjoyment and increased confidence.	£7488

Head Teacher

PE Lead

Chair of Governors

16.7.26

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