

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

Commissioned by



Department
for Education

Created by



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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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<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	- Pupils with prior swimming experience made good progress in the water. - Structured lessons and targeted support enabled some pupils to achieve or exceed the 25-metre standard. - Pupils demonstrated growing confidence/enjoyment in swimming.	- Only a small proportion of pupils achieved the 25-metre standard. - Where pupils had no prior experience of swimming or inconsistent attendance in previous years, this impacted their ability to achieve the 25-metre distance.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	- Most pupils could demonstrate a variety of strokes, showing good technique. - Some pupils exceeded expectations, highlighting effective teaching. - Pupils developed confidence in using multiple strokes in practice sessions.	- Further refining the technique for weaker strokes, particularly breaststroke. - Differentiate practice to challenge more able swimmers.
3. Perform safe self-rescue in different water-based situations	- Over a third of pupils achieved the expected standard, with 17% exceeding. - Pupils showed awareness of safety rules and confidence in familiar scenarios. - Targeted support allowed some less confident swimmers to participate successfully.	- Limited number of sessions focused on rescue skills. - Missed opportunities for applying safety skills in varied scenarios.

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	- Staff confidence has noticeably increased from their starting points, shown through staff voice survey. - CPD and targeted training have improved teaching quality across PE and sporting activities. - ECTs and TAs feel better supported and more competent in delivering PE lessons. - Staff have started to implement new strategies and ideas learned through CPD in their lessons.	- Capacity to provide ongoing, differentiated CPD to address varying experience levels. - Did not manage to implement peer mentoring or coaching opportunities for less confident staff. - Absence of some staff during CPD training. There needs to be a catch up for those that missed it.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	- High levels of pupil participation in clubs, with targeted tracking to monitor who might not usually engage. - Variety of clubs and enrichment activities offered with something for all interests and abilities. - Structured timetabling and HUB provision enabled pupils to access activities in both small group and individual settings. - Positive impact on physical skills development and confidence, particularly in EYFS pupils.	- Uptake for those that were less active or disengaged. - Lack of implementation of more structured interventions for pupils who attend less frequently, due to capacity.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	- PE and sporting achievements celebrated through assemblies/newsletters/ displays. - Participation in local and national events (e.g., Kabaddi World Cup, cricket "Chance to Shine" program). - Regular updates to governors and leadership team on PE outcomes/initiatives.	- Opportunities to showcase pupil achievements across wider school communications (website, social media, local press). - Limited capacity to strengthen links between PE and other curriculum subjects.
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	- Wide variety of activities offered, catering to different interests and abilities. - Structured provision enabled pupils to access activities fairly, including quieter spaces for those who needed it. - Equal opportunities were provided for boys and girls, with active tracking to monitor participation. - SEND pupils and less confident pupils benefitted from tailored sessions.	- Could have utilised pupil voice to identify desired activities and increase uptake. - Limited number of staff to facilitate enrichment opportunities out-of-hours and/or lunchtimes to increase uptake.
5. Increasing participation in competitive sport	- High levels of engagement in competitive events across a variety of sports. - Pupils developed teamwork, resilience, and sportsmanship through participation.	- Pupils who were less confident or less experienced in competitive sports did not partake in sporting events. - Capacity to run intra-school competitions to build confidence before external events.

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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Empower pupils to lead activities, clubs, and competitions, promoting responsibility, teamwork, and confidence.	Pupil leadership builds ownership, motivation and a culture of active participation across the school.	Raising the profile of PE and sport across the school.	Pupil-led initiatives in other schools increase engagement; current pupil voice indicates desire for leadership opportunities.
Strengthen early physical development by improving gross and fine motor skills, spatial awareness, and coordination.	A solid foundation in physical literacy supports lifelong participation in physical activity and future success in PE and sport.	Increasing engagement of all pupils in regular physical activity.	EYFS HUB environment and planned motor activities show positive outcomes, but early intervention can accelerate skill development.
Ensure all pupils have equitable access to physical activity, clubs, and competitions, with targeted strategies for underrepresented groups.	Addressing barriers ensures inclusivity and improves health, confidence, and attainment for all pupils.	Offer a broader and more equal experience of sports and physical activities.	Data from last year shows some pupils less engaged in clubs and competitions; targeted tracking is effective in improving access.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Use digital tool effectively to monitor pupil skill development, participation and progression across all PE areas.	Data-driven approaches allow precise targeting, effective interventions and clear reporting of outcomes for staff and governors.	Increasing confidence, knowledge, and skills of all staff in teaching PE.	'Get Set 4 PE' tracking improved swimming and club participation; expanding data use can enhance all PE areas.
Create structured pathways from intra-school competitions to local, regional and national events for all pupils, including SEND and less confident pupils.	A clear progression framework motivates pupils, supports skill development, and increases participation and aspiration in competitive sport.	Increasing participation in competitive sport.	Previous engagement in Kabaddi, cricket and other competitions showed positive outcomes; a formal pathway ensures sustained involvement.

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:



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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)	Empower pupils to lead activities, clubs, and competitions to develop responsibility, teamwork, and confidence.	Introduce pupil PE ambassador roles, provide training and mentoring, allow pupils to plan and run clubs or competitions and support peer-led sessions.	Pupils demonstrate leadership, increased engagement in PE, higher participation in activities, and improved teamwork and confidence.	- Number of pupil-led clubs or sessions successfully run and attended. Observation notes from SLT/PE lead showing pupils effectively leading warm-ups, drills or mini-competitions.
	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	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
Plan and monitor (Complete now and monitor)	Strengthen early physical development by improving gross and fine motor skills, coordination, and spatial awareness.	Expand HUB provision, introduce targeted fine and gross motor activities, structured outdoor sessions and provide staff CPD focused on early physical development.	EYFS and KS1 pupils show measurable improvements in motor skills, confidence in movement and readiness for PE in KS2.	- Assessment data showing measurable improvement in gross and fine motor skills - Learning walk observations showing pupils confidently performing key physical skills.
	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	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
Plan and monitor (Complete now and monitor)	Ensure equitable access to physical activity, clubs, and competitions for all pupils.	Use targeted tracking (Get Set 4 PE), provide tailored clubs and booster sessions, introduce pupil surveys to identify barriers and offer small group or 1:1 support.	Increased participation rates for target groups, improved physical skills, confidence, and engagement in PE and school sport.	- Participation tracking data (clubs, PE lessons, and competitions) showing increased engagement for target groups. - Comparison of participation rates from previous year to current year, showing reduced gaps.
	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	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
Plan and monitor (Complete now and monitor)	Use digital tools to monitor skill development, participation and progression for all pupils.	Expand the use of 'Get Set 4 PE' and other digital tracking tools, train staff to input and analyse data, use reports to plan interventions and CPD.	Staff can make data-driven decisions, identify pupils needing support quickly and demonstrate measurable improvements in PE outcomes.	- Reports from 'Get Set 4 PE' or other tracking tools showing skills progression, participation, and attainment. - Lesson planning and interventions clearly informed by data analytics.
	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	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
Plan and monitor (Complete now and monitor)	Create a clear pathway from intra-school competitions to local, regional and national events for all pupils.	Schedule regular intra-school competitions, identify and support talented pupils, provide progression opportunities in local events and include SEND and less confident pupils in competitions.	Higher participation in competitive sport, improved skills, resilience, teamwork and aspiration to compete at higher levels.	- Number of pupils participating in intra- / inter-school competitions across the year. - Records showing progression of pupils from internal competitions to local/regional events.
	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	Add text here

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