





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	All 10 weeks completed Most pupils within the year group demonstrate the ability to swim 25 metres confidently and proficiently. Swimming Data received from Livewire Warrington	In some lessons the children were not encouraged to swim the whole distance, markers set up by instructors, approximately at half the length
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Children were taught these three strokes. Butterfly was only taught for the pupils in the top group.	New/non swimmers were only taught the specific skills for front crawl and backstroke.
3. Perform safe self-rescue in different water-based situations	All swimmers were taught self-rescue during the 5th and 10th week of swimming.	Children needed long time to practice and embed these skills. Children should be reminded on a weekly basis.

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	• Staff confidence and subject knowledge in delivering PE and physical activity have improved through targeted CPD and coaching support. • Teachers are more confident in planning and delivering high-quality PE lessons. • Specialist coaches have provided effective mentoring, enabling staff to develop new skills and teaching strategies. • Pupils are benefiting from a broader range of sporting activities and improved lesson quality.	• Some staff still require additional support and training in specific areas of PE, particularly less familiar sports and activities. • Opportunities for staff to observe best practice and engage in follow-up coaching can be limited due to time constraints. • New or less experienced staff may lack confidence in delivering certain aspects of the PE curriculum and require ongoing CPD. • Ensuring consistency in the quality of PE delivery across all classes remains an area for further development.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Increased participation in PE lessons, active playtimes and extracurricular sports clubs. • A wider range of sporting opportunities has enabled more pupils to find activities they enjoy. • Pupils are demonstrating positive attitudes towards physical activity and are increasingly aware of the benefits of leading active lifestyles. • Targeted activities and sports clubs have helped engage less active pupils and those who may not traditionally participate in competitive sport.	• A small number of pupils remain reluctant to engage regularly in physical activity and require additional encouragement and support. • Participation in some extracurricular clubs can be inconsistent, particularly among older pupils.

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	• PE and sport have a higher profile across the school through assemblies, competitions, celebrations and displays. • Sporting achievements are regularly recognised and celebrated, helping to raise pupil motivation and engagement. • Increased participation in competitions and festivals has enhanced pupils' pride in representing the school.	• The profile of PE and sport can vary across year groups and classes, resulting in inconsistent promotion. • Not all pupils engage with sporting opportunities outside of curriculum PE. • Greater parental awareness and involvement in sporting events and achievements could be developed further.
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 wider variety of sports and physical activities is available, helping pupils discover new interests and talents. • Both boys and girls are actively encouraged to participate in all sporting opportunities. • Increased club provision has led to higher participation rates across different pupil groups. • Inclusive activities ensure that pupils of differing abilities, including those with SEND, can access and enjoy sport. • Pupil voice indicates that children value having a broader choice of sports beyond traditional team games.	• Participation levels in some clubs and activities remain uneven, with certain sports attracting predominantly boys or girls. • Some pupils are still reluctant to try unfamiliar activities and require additional encouragement. • Capacity, staffing and facility limitations can restrict the range of activities offered throughout the year
5. Increasing participation in competitive sport	• Increased numbers of pupils are taking part in inter-school competitions, festivals and sporting events. • A wider range of competitive opportunities has enabled more pupils to represent the school. • Pupils demonstrate enthusiasm, commitment and pride when participating in competitive sport.	• Participation can be limited by transport, staffing and scheduling constraints.

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	• Pupils demonstrate good swimming technique and water confidence. • Access to regular swimming lessons has enabled most pupils to achieve the expected standard. • Swimming provision has supported pupils in developing essential water safety knowledge and skills.	• A small number of pupils have not yet reached the 25-metre swimming standard and require additional support or intervention. • Absence from swimming sessions can affect pupil progress and attainment. • Some pupils lack confidence in deeper water, impacting their ability to achieve the expected standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• Swimming lessons have helped pupils improve their technique, efficiency and stamina across different strokes. • Pupils demonstrate increasing confidence when selecting and using the most appropriate stroke for different distances and activities.	• Some pupils have not yet mastered the correct technique for all three strokes and require additional practice and support.
3. Perform safe self-rescue in different water-based situations	• Most pupils understand and can demonstrate key self-rescue skills taught during swimming lessons. • Pupils show a good awareness of water safety rules and how to respond in different water-based situations.	• Some pupils lack confidence when practising self-rescue techniques and require additional reassurance and support. • Opportunities to practise a wider range of real-life water safety scenarios can be limited.

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
To increase confidence, knowledge and skills of all staff in teaching PE and sport.	To ensure that all pupils receive high-quality PE lessons that develop their physical literacy, skills and enjoyment of sport. By investing in staff training, coaching and professional development, teachers will be better equipped to deliver an engaging and progressive PE curriculum, leading to improved pupil outcomes and increased participation in physical activity.	To increase confidence, knowledge and skills of all staff in teaching PE and sport.	CPD for staff
To provide different ranges of sport for after-school clubs.	So children can try alternative sports and find a sport they enjoy.	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	After school club registers
To compete in Intra School competitions To compete in Inter School competitions	To increase the number of children that take part in a competitive situation in Sport.	Increasing participation in competitive sport	Pupil voice and photographs
To increase 60 active minutes through playtimes and lunchtimes.	To create opportunities for children to hit their 60 active minutes daily target	The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	Pupil voice and Evolve risk assessment to show attendance Embed opal play

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

Plan, monitor and evaluate (2025/2026)

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:

	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 the confidence, knowledge and skills of all staff in the teaching of PE and sport, ensuring that pupils receive consistently high-quality PE lessons. By providing targeted professional development, coaching and support, staff will be better equipped to deliver an engaging, inclusive and progressive PE curriculum that promotes enjoyment, participation and positive outcomes for all pupils.	Provided CPD opportunities for teaching staff through specialist coaches, courses and mentoring. Delivered team teaching, lesson observations and coaching support to develop staff confidence and subject knowledge. Shared high-quality resources and planning to support curriculum delivery. Identified areas for development and targeted training accordingly. Encouraged staff to observe best practice and apply new skills within their own lessons.	Staff confidence in delivering PE lessons has increased, resulting in higher-quality teaching and learning. Teachers demonstrate improved subject knowledge and are better able to adapt lessons to meet the needs of all pupils. Pupils benefit from more engaging, inclusive and well-structured PE lessons. Increased staff confidence has supported greater pupil participation, enjoyment and progress in PE. The school has strengthened its capacity to deliver sustainable, high-quality PE provision through improved staff expertise and professional development.	• Staff CPD records and certificates from PE training courses. • Records of coaching, mentoring and team-teaching sessions with specialist PE coaches. • Staff questionnaires or confidence audits completed before and after training. • Lesson observations demonstrating improvements in the quality of PE teaching.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Through targeted CPD, coaching and mentoring, staff confidence and competence in delivering PE have increased significantly. Teachers are now more confident in planning and delivering high-quality PE lessons, resulting in improved pupil engagement, participation and skill development. The investment in staff training has strengthened the long-term sustainability of PE provision across the school and ensured that pupils benefit from a consistently high-quality PE curriculum.	Further develop staff confidence in delivering a wider range of PE activities and sports independently. Increase opportunities for staff to observe and share best practice across year groups. Provide targeted CPD in identified areas of need to further strengthen subject knowledge.	Staff confidence and evaluation surveys identifying areas for further development. CPD attendance records and training certificates. Lesson observation and learning walk findings. Records of coaching, mentoring and team-teaching sessions. PE subject leader monitoring reports.	£800 – supply for cover/training £1341 – Resources £3395 PE SLA £695 - RealPE

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 (Complete now and monitor)	To provide pupils with access to a broad and varied range of after-school sports clubs, enabling more children to participate in physical activity, develop new skills and discover sports they enjoy. This will help increase participation, improve physical wellbeing and ensure opportunities are inclusive and accessible to all pupils.	Offered a wide range of after-school sports clubs throughout the year, including both traditional and alternative sports. Used pupil voice to identify interests and tailor club provision accordingly. Engaged specialist coaches and staff to deliver high-quality sessions. Ensured clubs were available to pupils of different ages, abilities and interests. Promoted clubs effectively to encourage participation from all groups, including disadvantaged pupils and those less engaged in sport. Monitored attendance and participation to identify and address any gaps in engagement.	Increased participation in after-school sport and physical activity across the school. More pupils had opportunities to experience and enjoy a wider variety of sports. Pupils developed new skills, confidence and a positive attitude towards physical activity. Increased engagement from pupils who may not typically take part in competitive sport.	After-school club registers showing participation and attendance levels. Timetables of club provision demonstrating the range of sports offered throughout the year. Pupil voice surveys highlighting enjoyment and interest in different sporting activities.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Participation in after-school clubs increased, with more pupils regularly engaging in physical activity beyond curriculum PE. Pupils had access to a wider range of sports, helping them discover new interests and develop a broader range of skills. Increased engagement from pupils who may not traditionally participate in sport, resulting in greater inclusion.	Continue to review pupil voice to ensure club provision reflects the interests and needs of all pupils. Increase participation among underrepresented groups, particularly girls and less active pupils. Explore opportunities to introduce additional sports and alternative activities to further broaden provision. Monitor attendance more closely to identify pupils who may benefit from targeted invitations and support.	After-school club registers showing attendance and participation rates. Participation data demonstrating increased uptake across year groups and pupil groups. Club timetables evidencing a broad range of sports and physical activities offered. Pupil voice surveys highlighting enjoyment, engagement and interest in club provision.	£1500 – After school clubs £4120 – Equipment

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 (Complete now and monitor)	To increase participation in both intra-school and inter-school competitions, providing all pupils with opportunities to develop their sporting skills, confidence, resilience and teamwork. Competitive sport helps to promote enjoyment of physical activity, raise aspirations and encourage pupils to represent themselves and the school with pride.	Organised a programme of intra-school competitions and festivals throughout the year involving all year groups. Entered pupils into a wide range of inter-school competitions, tournaments and School Games events. Ensured opportunities were available for pupils of varying abilities and backgrounds, including SEND and less active pupils. Used after-school clubs and PE lessons to develop skills and prepare pupils for competition. Celebrated participation and success through assemblies, newsletters, social media and displays to raise the profile of school sport. Worked in partnership with local schools and sports organisations to access a broad range of competitive opportunities.	Increased numbers of pupils participated in competitive sport across the school. More pupils had the opportunity to represent the school in inter-school events and competitions. Pupils developed confidence, resilience, teamwork and sportsmanship through regular competitive experiences. Engagement and enthusiasm for PE and school sport increased. A greater number of pupils, including those who may not traditionally participate in sport, experienced competition in a supportive environment.	Registers and participation records from intra-school and inter-school competitions. School Games participation records and event reports. Competition fixtures, results and league tables. Photographs and videos from sporting events and festivals.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Increased participation in both intra-school and inter-school competitions, with more pupils representing their class, house and school. Pupils developed key life skills including teamwork, resilience, leadership and sportsmanship. Greater confidence and self-esteem were evident among pupils taking part in competitive events. More pupils experienced success in sport and developed a positive attitude towards physical activity.	Increase opportunities for participation among less active pupils and those who are currently underrepresented in competitive sport. Continue to expand the range of competitions available to ensure all pupils can find activities that suit their interests and abilities. Increase participation from girls and targeted pupil groups where engagement is lower.	Participation records showing the number of pupils involved in intra-school and inter-school competitions. Registers demonstrating increased participation across year groups and different pupil groups. School Games event records and competition results.	£1000 – sport kits £1200 – Transport to events

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 (Complete now and monitor)	To increase the number of pupils achieving the recommended 60 active minutes each day by providing engaging and inclusive opportunities for physical activity during playtimes and lunchtimes. This will support pupils' physical health, wellbeing, social development and encourage the adoption of healthy, active lifestyles.	Developed structured playtime and lunchtime activity programmes to encourage regular participation in physical activity. Provided a range of equipment and activity zones to support active play. Trained Activity Leaders, Sports Leaders and Midday Supervisors to organise and lead games. Targeted less active pupils through inclusive activities designed to build confidence and enjoyment. Adapted activities and resources to meet the needs of SEND pupils and ensure full access to opportunities.	Increased levels of physical activity during breaktimes and lunchtimes across the school. More pupils are engaging in active play and contributing towards the recommended 60 active minutes per day. Improved pupil wellbeing, confidence and social interaction through increased participation in physical activity. Less active pupils have become more involved in structured activities and games.	Playtime and lunchtime participation records. Activity Leader and Midday Supervisor training records. Playground observations and activity audits. Pupil voice questionnaires and surveys. Photographic evidence of active play.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Lunchtimes and playtimes have become more active, with a greater number of pupils regularly engaging in physical activity. Increased participation has contributed towards pupils achieving the recommended 60 active minutes of physical activity each day. Activity Leaders and Midday Supervisors have grown in confidence and are successfully leading and supporting a range of games and activities.	Continue to train and develop Activity Leaders to ensure a sustainable programme and introduce fresh ideas and activities. Further develop the role of Midday Supervisors by establishing lead supervisors who can support colleagues and oversee activity provision. Increase engagement among girls, particularly those who are less active, through targeted consultation and activities designed around their interests.	Playground activity audits showing increased participation during playtimes and lunchtimes. Registers and participation records from structured lunchtime and playtime activities. Pupil voice surveys demonstrating increased enjoyment of active play and physical activity. Midday Supervisor and Activity Leader training records.	£6000 – Opal play

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