

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

Commissioned by



Department
for Education

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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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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 and disadvantaged pupils.

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	57% of our Year 6 chn can swim 25m. Evidenced on leisure Centre swimming assessment tracker. Data collected poolside with the swimming teachers as well as data collected in school based on children's swimming levels.	Decrease in percentage from 2023-24 to swim 25m. We are working with the current providers to ensure high quality education is delivered as we are yet again not happy with the results.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	57% of our Year 6 chn can swim a range of strokes. Evidenced on leisure Centre swimming assessment tracker. Data collected poolside with the swimming teachers as well as data collected in school based on children's swimming levels.	Decrease in percentage from 2023-24. We have had many meetings this year with our current providers to ensure high quality teaching. This will be a continued focus next academic year.
3. Perform safe self-rescue in different water-based situations	20% of our Year 6 chn can perform safe self-rescue. The chn have been taught safe self-rescue but from our recent GUNY (2024) we had many chn unsure what safe self rescue meant.	We want our percentage to be higher next academic year. We have shared the GUNY results with the leisure centre.

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	Employment of sports coaches has given staff real time CPD opportunities. This year we have ensured that new teachers to the school have been given priority and any specific sports needing more CPD have been given that time. Delivery of 2 hours a week of PE, which is delivered to a high standard, this is evident during learning walks that have taken place for different topics and teachers. LTP + MTP planning ensures that we deliver a progressive and sequential curriculum that focuses on fundamental movement skills.	CPD is still a focus as not all staff feel confident at teaching and delivering P.E especially Dance and target games such as Dodgeball and Tchoukball. Our LTP + MTP has been adapted throughout the year. We will be looking into revamping the curriculum to ensure progressive knowledge as well as skills taught.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Chn are engaged with the range of sport activities through our extra-curricular timetable. We have also provided a lunch time club to target our less active chn and girls. Our Huff and Puff monitors continue to monitor and support chn to be more active during break times and lunchtimes. Resources have been checked and added to support active play. Interhouse competitions and sports ensured that 100% of chn are being physically active during school time.	Only 57% of our Year 6 children could swim 25m and a range of strokes. This will be a focus next year as it is a decrease in percentage from 2023-24. Not all pupils are active for 60 minutes a day 7 days a week. We will be looking at how we can make breaktimes/lunchtimes more active with current resources.

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 achievements are celebrated in assemblies, inter house and intra house competitions celebrated, any sporting achievements outside of school are celebrated in classes and assemblies. Pupil lead initiatives are in place – well-being champions, school council, rights and respecting leaders, eco committee.	Not all pupils are active for 60 minutes a day 7 days a week.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	We delivered a range of after school clubs (throughout the year). All pupils who attended have to taken part in a variety of sports. We have delivered a broad and balanced curriculum to support the needs of all chn. 57% of KS2 pupils can swim 25m and a range of strokes. Year 6 residential to Bewerley Park focusing on outdoor adventure, physical development and team building.	We will look into the clubs offered and develop them further with differing sports. Swimming percentage will be a continued focus next academic year, working alongside the Leisure Centre and their SLA agreement. We will continue to send all of our KS2 chn to swimming lessons to ensure more chn are meeting national curriculum standards.
5. Increasing participation in competitive sport	88% of our children across ks1 and ks2 have attended intra house sporting competitions lead by our SGO. This is the highest percentage of chn attending competitions. Transport provided to all competitions to ensure inclusion. Sports day included all pupils including SEN with adapted activities. Interhouse competitions (throughout the year) to encourage teamwork and promote personal growth within each class.	Continue to develop our competition provision. KS1 multi skills league for virtual comp against other local schools did not happen due to time constraints. No intra house competitions were hosted at our school.

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.

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	To increase our percentage of chn to at least 60%. (sept 2025) 46% of our Year 6 chn can swim 25m. (June 2026) Evidenced on leisure Centre swimming assessment tracker. Data collected poolside with the swimming teachers as well as data collected in school based on children's swimming levels.	Unfortunately this academic year our Year 6 chn did not achieve the expected 60%. They achieved 42% which is a decrease from 2024-25. When our Year 6 children were supposed to go to the leisure centre (Aut term) it was closed due to unforeseen circumstances. The chn then did not go swimming until summer term and did not get any additional provision this year due to time constraints.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	To increase our percentage of chn to at least 60%. (sept 2025) 42% of our Year 6 chn can swim a range of strokes. (June 2026) Evidenced on leisure Centre swimming assessment tracker. Data collected poolside with the swimming teachers as well as data collected in school based on children's swimming levels.	Decrease in percentage from 2024-25. We have had many meetings this year with our current providers to ensure high quality teaching. A new SLA agreement was given us to in May 2026 and this academic year we have seen improvements in quality education. This will be a continued focus next academic year.
3. Perform safe self-rescue in different water-based situations	To increase our percentage of chn to at least 25% (sept 2025) 21% of our Year 6 chn can perform safe self-rescue. (June 2026) With new swimming teachers, the chn have been taught safe- self rescue. In addition, we have taught lessons on swimming safely near rivers/seas based on current news reports.	We want our percentage to be higher next academic year and with continued support from the leisure centre and the teachers, more chn will be able to perform safe self-rescue.

Aim	Why?	Key Area	Supporting evidence
Provide high quality CPD for teachers to improve teaching in areas where they are less confident	Increase teacher's confidence Increase teacher's skill sets	Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff confidence surveys, pupils attainment data, lesson observations, pupil voice.
Review current schemes of work and online tools that support the curriculum delivery.	Ensuring pupils are exposed to a broad and balanced curriculum that includes a variety of opportunities for differing sporting activities.	Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Lesson observations, conversations with staff on current planning tools used
Continue to provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions as well as sports day. Virtual multi skills league format and results. Competition calendar and register of participants through our SGO.
Apply for Healthy Schools Platinum award and Schools Games Platinum award	To ensure that our children are physically active for 60 minutes a day as well as before and after school.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities. Key Indicator 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	Pupil voice, pupil lead initiatives in place, External physical activity trackers outlining the amount of activity pupils' access outside of school. Data for all physical activity level tracked.
Strive to ensure all pupils meet the minimum requirement in swimming.	Our percentage of Year 6 children that are able to swim 25m and a range of strokes is decreasing each academic year despite us offering swimming lessons for all of KS2 children.	Key Indicator 3. Raising the profile of PE and sport across the school, to support whole school improvement	Registers to track participation, pupil voice, surveys, interest lists.

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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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: Prove high quality CPD for all teachers



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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)	Provide high quality CPD for teachers to improve teaching in areas where they are less confident Key Indicator 1	Work with external coaches (James Lofthouse, Sylvan Lore, Skip to Be fit, Jo Lightfoot-Hockey) CPD and upskilling. Assess teacher's confidence in the PE curriculum areas Work with our SGO to find local CPD opportunities within our area and be a host school for CPD. PE resources updated to enable HQ teaching to take place.	Teachers with improved levels of confidence and skills in teaching PE. Children assessed at ARE to improve across year groups and further improve year on year due to improved skills being taught	Staff voice Pupil voice SGO offer Teacher and Pupil survey Pupil attainment data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Employment of sports coaches has given staff real time CPD opportunities. This year we have ensured that new teachers to the school have been given priority and any specific sports needing more CPD have been given that time. Reviewed schemes and online tools that support the curriculum delivery. Delivery of 2 hours a week of PE, which is delivered to a high standard, this is evident during learning walks that have taken place for different topics and teachers. LTP + MTP planning ensures that we deliver a progressive and sequential curriculum that focuses on fundamental movement skills.	Continued training with external coaches for staff will bring new ideas and expertise. It will also keep up to date with national guidance and best practice. Continue to work with out SGO and the current offer made to primary school in the local area will signpost us to any new and upcoming training available.	From CPD and upskilling opportunities, We can expand opportunities for pupils to take on leadership roles in PE (e.g., young sports leaders) to foster responsibility and enthusiasm. We have also explored partnerships with local sports clubs and community organisations to enhance extra-curricular provision and pathways for continued physical activity beyond primary school.	£3500 – James Lofthouse £1410 – SGO offer £435 – skip to be fit £100 – Jo lightfoot £8000 – Sylvan lore (outdoor learning)

Your objective: Review current schemes of work and online tools that support curriculum delivery



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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)	Review current schemes of work and online tools that support the curriculum delivery. Key Indicator 1	Ensuring pupils are exposed to a broad and balanced curriculum that includes a variety of opportunities for differing sporting activities.	Staff are confident at teaching all areas of PE. Children develop fundamental movement skills as well as being physically literate. A curriculum that meets the needs of all of our learners and the outcomes of the National curriculum.	Learning walks/observations Pupil voice Staff voice Pupil attainment data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Integration with PSHE lessons has reinforced healthy lifestyles with a bigger focus this academic year on active travel (based on GUNY 2024). Pupil lead initiatives are in place – well-being champions and this year we introduced WOW ambassadors to support the chn with active travel.	Our LTP + MTP has been adapted throughout the year. We will be looking into revamping the curriculum to ensure progressive knowledge as well as skills taught. This will either be 'Get Set for PE' scheme or 'Complete PE'.	Continue to use a PE progression document that outlines key skills and knowledge milestones from KS1 to KS2 to support continuity.	£180 – indiv teacher annual memberships to differing websites

Your objective: Regular intra house and inter house competitions.



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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)	Continue to provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer. Key Indicator 5	Ensuring all pupils can access competition in school and outside of school and to encourage all pupils to participate and enjoy these valuable experiences. Arrange intra house competition within classes to take place at the end of each unit to celebrate learning. Outside professionals visiting school to increase aspirations. Build links with local sports clubs.	Increased participation across KS1 and KS2. 88% of KS1 and KS2 chn participated in inter house competitions (2024-25) and we hope this to increase to 90% this academic year. 100% of chn to participate in intra house competitions) to encourage teamwork and promote personal growth within each class.	Assemblies Social Media Pupil voice Links with sports clubs Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	80% of KS1 and KS2 chn have participated in inter house competitions against other schools and 100% of KS1 and KS2 children have participated in intra house competitions and sports day.	Competition is embedded as a normal element of learning through continued access to house competitions in class/lesson time at the end of units. PE achievements are celebrated in assemblies, inter house and intra house competitions celebrated, any sporting achievements outside of school are celebrated in classes and assemblies.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants. Next academic year we will be targeting our current Year 3 and 4 children to engage them more in intra house competitions.	£1410 – SGO offer £1000 – transport costs

Your objective: To apply for Healthy Schools Platinum award and School Games Platinum award



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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)	Apply for Healthy Schools Platinum award and Schools Games Platinum award Key Indicator 3	Increase the number and range of activities and clubs on offer Implementation of new extra-curricular timetable. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 5 and 6 playleaders. Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play. Conduct a travel survey to assess how chn currently travel to school and back home Our Huff and Puff monitors will adapt the current provision available at lunch times and have lead playground games aimed at supporting play during unstructured times.	For all chn to be physically active for 60 minutes a day as well as before and after school. More active break times and lunch times. For more chn to be actively travelling to school, especially in KS1. This was a result from a GUNY survey conducted in 2024, giving us a baseline of 29% KS1 chn actively travelling to school.	Pupil voice Pupil lead initiatives (huff and puff monitors, well being champions, Rights and Respect lead group, school council, travel ambassadors) Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime walks.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Play leaders (huff and puff monitors) have reviewed and evaluated current equipment being used. As a group the chn decided what equipment they would like to see outside as well as creating game situations/set ups to support chn when not being physically active. We earned School Games Platinum award (June 2026) and Healthy Schools Platinum award (July 2026) with a focus on active travel to and from school.	Continue to support play leaders and midday supervisors to ensure that all chn are physically active for 60 minutes a day. We will also use 'Get Set for PE' or 'Complete PE' to support active playtimes and lunchtimes. Continue to use 'living streets tracker' to monitor chn being active before and after school.	Pupil voice Pupil lead initiatives (huff and puff monitors, well being champions, Rights and Respect lead group, school council, travel ambassadors) Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime walks.	£650 – on internal resources

Your objective: To ensure more pupils meet the minimum requirement in swimming



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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)	To provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Following the curriculum and water safety lessons, we will identify pupils for top-up swimming and make arrangements with our current swimming provider. We will use the PE and Sport Premium to fund top-up swimming. This will include the cost of transport for top-up swimming only.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term.	Evidenced on leisure Centre swimming assessment tracker. Data collected poolside with the swimming teachers as well as data collected in school based on children's swimming levels.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	At the end of Year 6, 46% of children could swim 25m and 42% a range of strokes. 21% of chn could perform safe self-rescue. These results are disappointing as we have worked closely with our current provider about concerns over high quality teaching. We have also given additional lessons to chn about water safety.	The school are committed to raising the required funds for top up swimming going forwards in order to meet the national curriculum requirements.	Registers to track participation, pupil voice, surveys, interest lists.	£1800 – transport

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