





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

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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	85% of pupils achieved the expected standard by swimming at least 25 metres confidently and competently, demonstrating good technique and confidence in the water.	15% of pupils did not yet achieve the expected standard and require additional support to develop confidence, technique and endurance.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	85% of pupils used a range of strokes effectively, showing improved confidence and technique.	**Limited access to the pool affected the amount of practice time available** , making it more difficult for some pupils to consistently develop and refine a range of strokes. Some pupils needed more opportunities to practise front crawl, backstroke and breaststroke to improve their technique and confidence. Reduced pool availability impacted progress for those requiring

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 knowledge in teaching PE has improved through targeted CPD and training opportunities. Evidence: Staff have accessed training, shared good practice and developed greater confidence in delivering PE sessions.	Some staff still require further support and opportunities to develop subject knowledge and confidence in specific PE areas. Evidence: Limited time and availability for CPD has impacted the consistency of staff development.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil participation in physical activity and sporting opportunities has increased. Evidence: More pupils are engaging in PE lessons, clubs and activities, with improved confidence and enthusiasm for being active.	Some pupils still require additional encouragement and support to engage regularly in physical activity. Evidence: Attendance and participation in some sporting activities remains inconsistent for a small number of 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 had a higher profile across the school, contributing positively to pupil wellbeing, confidence and teamwork. Evidence: Increased participation in sporting events, competitions, clubs and whole-school physical activity opportunities.	Opportunities to further embed PE and sport across the whole school have been limited by time, resources and availability of facilities. Evidence: Some planned activities and opportunities could not be delivered as consistently as intended.
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	Pupils have accessed a broader range of sports and physical activities, with equal opportunities provided for boys and girls. Evidence: Increased participation in clubs, competitions and sporting events, with a range of activities offered to engage different interests and abilities.	Some pupils have had limited opportunities to access certain sports due to restrictions around facilities, staffing and availability. Evidence: Pool availability and time constraints have impacted the range and frequency of some activities offered.
5. Increasing participation in competitive sport	Pupils were provided with a range of sporting opportunities to develop skills, confidence and enjoyment in physical activity. Evidence: Clubs, competitions and a variety of activities were offered to encourage participation from all pupils.	Some pupils had limited access to certain sports due to restrictions with facilities, staffing and availability. Evidence: Pool availability and time constraints reduced the frequency and range of some activities offered.

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	More children accessing swimming	ensure pool availability and affordability for the school
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Discuss curriculum with swim teachers	discuss delivery to the children
3. Perform safe self-rescue in different water-based situations		

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
Increase access to bikeability	To increase pupils' confidence, independence and road safety awareness while promoting active travel and physical activity through access to Bikeability training.	Increasing participation in physical activity and promoting active travel.	Bikeability sessions delivered to pupils to develop cycling skills, confidence and road safety awareness. Increased opportunities for pupils to participate in active travel and physical activity. Pupil participation records and feedback showing improved confidence when cycling. Staff observations demonstrating improved understanding of safe cycling practices. Evidence of pupils achieving Bikeability levels/awards where applicable.
Development of leadership through SSP	To provide pupils with opportunities to develop leadership skills, confidence, teamwork and responsibility through sporting activities. To create positive role models who can encourage participation and enjoyment of sport across the school.	Developing pupil leadership and increasing engagement in sport and physical activity.	Pupils involved in SSP leadership programmes and training opportunities. Pupil leaders supporting PE lessons, clubs, competitions and sporting events. Increased confidence and communication skills demonstrated by pupil leaders. Feedback from staff and pupils showing the positive impact of leadership opportunities.
Targeted support to engage girls	To encourage more girls to participate in physical activity and sport by removing barriers, building confidence and providing activities that meet their interests. To ensure equal access and opportunities for all pupils to engage in sport.	Increasing participation, inclusion and equality in physical activity and sport.	Targeted activities and clubs designed to increase girls' participation in sport. Increased engagement and confidence of girls during PE lessons and sporting activities. Pupil voice/feedback used to identify barriers and inform activities. Participation data showing improved involvement of girls in sports clubs, competitions and events.
Targeted support to engage SEND	To ensure pupils with SEND have appropriate support and opportunities to participate, develop skills and build confidence in PE and sporting activities. To remove barriers to participation and provide activities that meet individual needs and abilities.	Inclusion, accessibility and equal opportunities in physical activity and sport.	Adapted PE activities and targeted support provided to enable SEND pupils to participate successfully. Increased confidence, engagement and enjoyment of physical activity among SEND pupils. Staff adaptations and differentiation used to support individual needs.

Plan, monitor and evaluate (2025/2026)

	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)	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 (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	Develop movement throughout the day.	Mindful movement in the mornings and movement breaks put into the class routines. CPD on how to add movement into the day and development of movement in lessons.	Confident and competent teaching leaders that take initiative and create a more active lessons and movement breaks within the lessons and daily routine.	Conduct regular observations of the classrooms 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 (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	Increase the amount of club uptake by KS2 pupils.	Clubs advertised on the website and school letters each term. Liaise with Deanes to create club list with variety and aim for KS2 uptake.	Increase in the participation of children in KS2 in clubs at school.	Continue to monitor club intakes termly and listen to pupil voice on what clubs they would like to have.
	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