



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	Throughout the 3 weeks of swimming children had at least 6 sessions. The supporting evidence of assessment sheets from the swim instructors show the positive progress that children made in their swimming from starting points.	Due to fitting in the rest of the school for 2 weeks it meant that those who can't swim proficiently, didn't have enough pool time to make the catch up progress required to meet the standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The supporting evidence of assessment sheets from the swim instructors at the school shows the positive progress that children made in their strokes from starting points.	Due to fitting in the rest of the school for 2 weeks it meant that those who can't swim proficiently, didn't have enough pool time to make the catch up progress required to meet the standard.
3. Perform safe self-rescue in different water-based situations	The supporting evidence of assessment from the outside agency swim coaches shows the positive progress that children made in their self-rescue from starting points.	Due to fitting in the rest of the school for 2 weeks it meant that those who can't swim proficiently, didn't have enough pool time to make the catch up progress required to meet the standard.

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 in teaching PE has improved significantly this year, supported by focused CPD and the positive impact of ASPIRE coaches. Staff voice and PECS documentation show increased understanding of key sports and greater confidence in delivering meaningful lessons. PE data has also improved, mirroring the stronger quality of teaching across the subject. High engagement in ASPIRE-led clubs, along with regular equipment audits and responsive purchasing, has ensured staff feel well-supported and equipped to deliver high-quality PE.	Staff voice has identified that further support is needed in teaching gymnastics, particularly in confidently using equipment and understanding how to progress pupils through each stage of their gymnastics units. To address this, targeted CPD will be planned for next year to strengthen staff skills and ensure consistent, high-quality delivery across the curriculum.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupils took part in a broad selection of popular clubs—including multi-skills, gymnastics, dance, football and forest school—with attendance records and parent, pupil and staff voice showing strong engagement and success. All children also experienced regular competitive PE, further strengthened by our whole-school rewards day, which provided inclusive opportunities for competitive sport. In addition, Bikeability training and the provision of free bikes for Early Years have helped promote active lifestyles beyond school. Overall, the wide variety of activities offered this year has significantly increased pupil participation and supported the development of positive attitudes towards physical activity and competition.	Our aim for next year is to broaden the range of sports on offer by working with wider sports coaches and external agencies, giving children access to activities they may not usually experience. A further priority will be to enter the school into more competitions to strengthen competitive opportunities for all pupils.

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	This year, children have benefited from a wide range of high-quality sporting opportunities, helping them to be more active and engaged in PE. Pupils took part in a broad selection of popular clubs—including multi-skills, gymnastics, dance, football and forest school. All children also experienced regular competitive PE, further strengthened by our whole-school rewards day, which provided inclusive opportunities for competitive sport.	We would like to engage children in more team games throughout the school year. We could start introducing internal school competitions as an opportunity to earn more house points.
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	Through after school registers we had a range of girls and boys attend sports clubs and active lunchtimes. Clubs were always full capacity however we found it was still very boy heavy.	To involve more girls in sports clubs. We could put on only girl clubs or active lunchtimes to target girl engagement.
5. Increasing participation in competitive sport	This year we held an end of year rewards day where children were put into house colours to try and earn as many points as possible whilst working as a team. This allowed year groups from nursery up to year 6 to take part in competitive team games. We also held another successful sports day where parents were able to attend. All children were given a number of races to compete in to expose them to competition.	We did not enter in any external competitions this year which will be a key target for next year.

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

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	Swimming outcomes were positive, with 37% of Year 6 pupils able to swim confidently by the end of the programme, demonstrating good progress in water confidence and swimming competence.	63% of Year 6 pupils did not yet reach the expected standard of confident swimming, highlighting the need for continued targeted swimming provision.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	We found that out of the 37% children who could swim they could use arrange of strokes confidently. These children were mainly stronger in front crawl and backstroke and swim regularly out of school	63% of Year 6 pupils could not yet confidently use a range of swimming strokes, indicating an area for continued development.
3. Perform safe self-rescue in different water-based situations	Water safety outcomes were excellent, with 100% of pupils able to enter the water safely and demonstrate safe practices.	As we had 100% success we had no areas for what did not go well.

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	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 observation reviews, pupil voice.
Whole school profile of PE to be improved with an increase in activity for target groups. (SEND and girls)	Through feedback and after school club registers we have a low percentage of girls attending sporting clubs or taking part in active sports. SEND data is still low so we need to put strategies in place to support his,	Host only girl sports clubs or target them through outside agencies at active lunchtimes. SEND clubs.	Pupil voice on engagement of sports and what sports that girls would be interested in. Gymnastics club in Autumn 2 was heavy girl attendance.
Staff to feel more confident in building progression in subjects of their choice, for example gymnastics and forest school.	Staff have highlighted through staff voice that more CPD is needed in using gymnastics apparatus and equipment. We have a large forest school area that is not used much by class teachers so we want to put training on so that staff feel confident.	CPD for gymnastics and forest school. Two gymnastics and dance units have been placed into this school year so that staff can feel more confident in progressing onto equipment.	Staff voice and budget plans through CPD. Learning walks during gymnastics 2.
Children to experience emotion coaching and relax kids sessions to support mindfulness and mental health and well being.	High number of children in school with mental health and well being support and the percentage is getting higher. Reception currently do not have relax kids sessions which have been beneficial in the past.	A big focus on more sessions for children to support mindfulness so that we can see an impact on behavior through the school day and moodly.	Parent/pupil voice. Behaviour charts and moodly for certain children.
An improvement of behavior at play time and lunchtimes.	To ensure behaviour incidents are low by engaging children in high quality play-outside agencies with sports coaches.	Behaviour logs indicate that children are being sent to SLT a lot during this times of the day. We need to look at putting something more permanent in place to improve on this. Look at OPAL.	Lunchtime incident reports on days where we have coaches. Pupil voice Lunchtime supervisor voice
Children are provided with opportunities to compete with their peers and other schools via an annual programme of events.	Children aren't engaging with competitive sports at all currently. Increasing participation in competitive sport.	Make use of the partnership with Charnwood to have interschool activities.	Review of what competitive sports children have been involved in and their feedback.

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
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Plan, monitor and evaluate (2025/2026)



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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	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: The profile of PE and sport being raised across the school as a tool to support whole school improvement.



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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)	Whole school profile of PE to be improved with an increase in activity for target groups. (SEND and girls)	- Extra Curricular clubs and coaches to come into the school to expose the children to new and engaging clubs with a push on target groups. - Look at equipment and clubs for children with SEND to participate using. - Book pop up swimming pool and pay for extra weeks so that the whole school can participate. Look into next steps from last year and what we can improve on.	We hope to see an increase in the number of girls and children with SEND attending sports clubs throughout the year. At lunchtimes we are looking at a happier, more active playground that meets the needs of all pupils especially SEND and girls. We want the school to be exposed to a variety of different sports and feel excited around PE.	Club registers, pupil voice, parent and staff voice, target group interviews, regular learning walks, working closely with coaches for regular feedback on what is going well.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Overall, there has been a noticeable increase in enthusiasm for PE, school sport and physical activity throughout the school. The investment in inclusive clubs, active lunchtimes, competitive opportunities and whole-school sporting events has created a genuine buzz around sport. Pupils are increasingly motivated to be active, keen to represent the school in competitions and more aware of the benefits of leading healthy, active lifestyles. The impact of these initiatives has strengthened the whole-school profile of PE and established a strong foundation for continued participation and enjoyment of physical activity.	Despite a reduced PE and Sport Premium budget next year, we are committed to maintaining the positive impact achieved this year. Funding will continue to support a range of inclusive sports clubs, ensuring ongoing opportunities for all pupils, particularly girls and those with SEND, to be physically active. The strong sporting culture developed through active lunchtimes, extracurricular clubs and competitive opportunities will continue to encourage participation and promote lifelong healthy, active lifestyles.	- Club registers, pupil voice, learning walks, staff feedback.	£4158.13

Your objective: Increased confidence, knowledge and skills of all staff in teaching PE and sport.



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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)	Staff to feel more confident in building progression in subjects of their choice, for example gymnastics and forest school.	- CPD sessions for staff to take part in forest school training and how to make use of the forest school that we have on site so that staff can feel confident taking their class out. - CPD through staff voice in areas such as gymnastics and dance. Bring in a specialist coach to give a twilight session on using equipment. - Ensure that equipment is up to date and ready to use so that staff feel well resourced during lessons.	Focusing on regular CPD in areas such as gymnastics and dance builds staff confidence, strengthens subject knowledge, and ensures clear progression in learning. As teachers feel more secure and skilled in their delivery, lessons become more engaging, inclusive, and effective—leading to improved pupil participation, enjoyment, and achievement in PE.	Regular learning walks and lesson feedback through bluesky, budgets being spent on resourcing PE lessons, staff voice, staff discussions and feedback from recent CPD.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Investment in high-quality CPD has increased staff confidence in delivering gymnastics and outdoor learning. Twilight training has supported teachers to make greater use of Forest School across the curriculum, while a new gymnastics scheme has provided clear progression and improved consistency in lessons. Staff voice has been very positive, highlighting increased confidence and the value of the new resources. Links with a specialist gymnastics coach have also provided high-quality experiences for pupils while further developing staff expertise.	The investment made this year will have a lasting impact. The new gymnastics scheme has been purchased for continued use next year, ensuring consistent progression across the school. Planned CPD in September will equip staff with the confidence and knowledge to implement the scheme and further develop the use of Forest School from the start of the academic year, embedding high-quality practice across the curriculum.	- CPD twilight booked for September for teachers to align lessons with Forest School sessions. - Staff voice	£4759

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)	Children to experience emotion coaching and relax kids sessions to support mindfulness and mental health and well being.	Working closely with Mrs Shaw on more hours with Tim or relax kids sessions for year groups such as Reception. Look at budget and see if resources need replenishing for Forest School. We will look into mindfulness clubs or sensory clubs that we could put on for children that need emotional/mental health support, e.g. puppy yoga.	Increasing the focus on emotion coaching and Relax Kids sessions forms part of our strategy to strengthen pupils' mental health, wellbeing, and readiness to learn. By providing regular opportunities for mindfulness and emotional regulation, we aim to equip children with the skills to manage stress, build resilience, and develop positive relationships. We hope to see improved focus and behaviour in lessons, enhance overall engagement, and enjoy school.	Pupil voice, group interviews, forest school audit, staff voice, parent voice, regular session drop ins, budget being used for extra relax kids sessions.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Due to budget priorities and the wide range of existing wellbeing and mindfulness provision already in school, this initiative was not implemented during the year. Developing opportunities for emotion coaching and Relax Kids sessions remains an area for future improvement to further support pupils' mental health and wellbeing.	-	No budget spent on this area – however we have looked and spent money on staff getting trained in forest school to help support with mindfulness and emotional regulation.	£0