

# 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:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

# Review of the last academic year (2024/2025)



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- 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?
<p><b>1.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>- 59% of children are able to successfully swim 25m</p> <p>4B- 59%</p> <p>4AD- 60%</p>	<p>Children do not have prior swimming experience. Confidence needs to be built throughout the year.</p> <p>Data to be increased next academic year</p>
<p><b>2.</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>- 44%</p> <p>4B- 49%</p> <p>4AD- 47%</p>	<p>Children do not have prior swimming experience. Confidence needs to be built throughout the year.</p> <p>Data to be increased next academic year</p>
<p><b>3.</b> Perform safe self-rescue in different water-based situations</p>	<p>- 55% of children can complete a safe self-rescue</p> <p>4B- 55%</p> <p>4AD- 55%</p>	<p>Children do not have prior swimming experience. Confidence needs to be built throughout the year.</p> <p>Data to be increased next academic year</p>

# Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<ul style="list-style-type: none"> <li>- Get Set for PE has been embedded for all teachers in all year group. Skills are progressive and staff feel confident in delivery.</li> <li>- Teachers have the resources to teach high quality PE lessons so children can develop.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' knowledge of accessing the different lessons on Get Set for PE.</li> </ul>
<p><b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<ul style="list-style-type: none"> <li>- All children participate in PE lessons twice a week (45-minute lessons)</li> <li>- After school clubs include a variety of sports clubs including dodgeball, rounders and football. These are always over subscribed as children are excited to partake.</li> <li>- Children had bike ability come into school and deliver bike riding lessons to help them develop their skills as well as become more confident.</li> </ul>	<ul style="list-style-type: none"> <li>- Parental engagement with bringing in PE kits for children.</li> <li>- Continue to encourage and positively reinforce the importance of physical activity to children.</li> </ul>

# Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<ul style="list-style-type: none"> <li>- PE board is regularly updated and children engage well with what's happening within school.</li> </ul>	<ul style="list-style-type: none"> <li>- Children do not have prior swimming experience. Confidence needs to be built throughout the year.</li> </ul>
<p><b>4.</b> 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</p>	<ul style="list-style-type: none"> <li>- New equipment was ordered for PE lessons including SEN equipment such as a sound ball, larger textured balls and flintronic peanut ball.</li> <li>- Class balls of different sizes were provided for children during playtimes to encourage ball skills.</li> <li>- Equal opportunities for all groups are in place. EG: Girls partake in football and boys partake in gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>- Providing more equipment for next year for a range of sports for children to access such as cricket, rounders and skipping ropes/hoops.</li> <li>- Not all children are accessing after school clubs.</li> </ul>
<p><b>5.</b> Increasing participation in competitive sport</p>	<ul style="list-style-type: none"> <li>- Children have participated in school competition within their year groups as well as other year groups.</li> <li>- Sports mornings are enjoyed and every child participates; inclusion is focused too.</li> </ul>	<ul style="list-style-type: none"> <li>- Children can attend other schools and compete in different sporting activities.</li> <li>- Not all children are accessing after school clubs due to other commitments.</li> </ul>

# Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
  1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
  2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
  3. *Raising the profile of PE and sport across the school, to support whole school improvement*
  4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
  5. *Increasing participation in competitive sport*

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)
3. Perform safe self-rescue in different water-based situations	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)

# Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
100% participation within PE lessons so children are receiving the statutory requirements	- We want to provide the children with the appropriate PE curriculum, so they feel confident as well as help support their mental and physical health.	Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil Voice  More children are bringing their PE kits and are engaging in a range of different sports.
Ensure that an increasing number of pupils in Year 4 learn to swim at least 25m, can use a range of strokes and rescue themselves from the water.	- We want the children to be able to swim as it is a life-saving skill and keep them safe. Swimming is an essential skill, and children do not have the opportunity to learn at home.	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  Children attend swimming lessons every week and develop their skills.
Develop the roles of the Student Leadership Team and P.E Ambassadors	- Children to have the opportunity to lead their class family and have a key role in sport engagement. This is a class job that develops leadership skills as well as a sense of belonging.	Raising the profile of PE and sport across the school, to support whole school improvement	Pupil Voice  Every class has a sports leader who promotes physical activity to their peers.
PE and sport display board to be permanent display in a populated area of the school (sports hall)	- We want children to have the knowledge and be confident in the skills they will be learning. We want children to feel excited about sports and be engaged within their lessons.	Raising the profile of PE and sport across the school, to support whole school improvement	Pupil Voice  Children know which area of PE they will be participating in each term as the timetable is clearly displayed and they understand the development of skills.
Develop the PE leader in order to assist teachers with planning/assessment of the PE curriculum	Teachers feel confident in delivering PE lessons to a high standard and adapting their planning where needed to suit the needs and abilities of the class.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Pupil Voice  Teachers have access to Get Set for PE and this supports their PE lessons as well as differentiation.

## Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
  1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
  2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
  3. *Raising the profile of PE and sport across the school, to support whole school improvement*
  4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
  5. *Increasing participation in competitive sport*

**Your objective:** 100% participation within PE lessons so children are receiving the statutory requirements



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor (Complete now and monitor)</b>	All children to access PE lessons to increase levels of physical activity across the school.	<ul style="list-style-type: none"> <li>- Ensure a wide range of sports are being taught.</li> <li>- Provide inclusive activities for SEND and less confident pupils.</li> <li>- Embed daily physical activity through active breaks and movement across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased participation and enjoyment in PE lessons.</li> <li>- Improved confidence and engagement from all pupils.</li> <li>- Higher levels of physical activity during the school day.</li> <li>- More pupils attending clubs and extracurricular sports by 50%.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil voice</li> <li>- Registers from clubs and competitions.</li> <li>- Feedback from staff, pupils and parents.</li> </ul>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate (Complete in July)</b>	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)

**Your objective:** Ensure that an increasing number of pupils in Year 4 learn to swim at least 25m, can use a range of strokes and rescue themselves from the water.



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	<b>Intent - what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
<b>Plan and monitor</b> (Complete now and monitor)	All children to access swimming lessons to improve their skills and knowledge of water safety.	<ul style="list-style-type: none"> <li>- Provide regular swimming lessons for all pupils.</li> <li>- Deliver water safety education alongside practical lessons.</li> <li>- Monitor pupil progress throughout the programme.</li> <li>- Provide catch-up lessons for children who did not complete their 25 metres in Year 4.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased confidence and participation in swimming lessons.</li> <li>- More pupils able to swim 25 metres confidently by the end of KS2.</li> <li>- Improved understanding of water safety and safe behaviours.</li> <li>- Increased confidence in deep water and different strokes.</li> </ul>	<ul style="list-style-type: none"> <li>- Swimming assessment data.</li> <li>- Percentage of pupils achieving the national curriculum swimming standard.</li> <li>- Evidence from progress tracking documents.</li> </ul>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)

**Your objective:** Develop the roles of the Student Leadership Team and P.E Ambassadors



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Children to feel positive towards physical activity and show leadership in sport and PE lessons.	<ul style="list-style-type: none"> <li>- Introduce sports lead as a class family job so children have the opportunity to develop leadership skills, promote teamwork, and encourage active participation in physical activities.</li> <li>- Offer a variety of inclusive sports and activities to increase engagement.</li> <li>- Promote fair play, respect and resilience across all PE lessons.</li> <li>- Encourage teamwork, communication and decision-making activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Increased confidence and enthusiasm towards PE and physical activity.</li> <li>- Improved behaviour and engagement in physical activity.</li> <li>- Improved teamwork, communication and cooperation skills.</li> <li>- Greater independence and responsibility during PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil voice</li> <li>- Feedback from staff and pupils.</li> <li>- Behaviour and engagement records during PE lessons.</li> </ul>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)

**Your objective:** PE and sport display board to be permanent display in a populated area of the school (sports hall)



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	A PE board to be displayed clearly for children to see.	- Display knowledge organisers, skill progressions, and sport-specific vocabulary on the PE board.	- Pupils can explain what they are learning and how skills develop over time.  - Increased uptake in clubs and competitions, improved pupil confidence and enthusiasm.  - Pupil premium has increased to 60% of participation.	- Pupil voice  - Club registers
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)

**Your objective:** Develop the PE leader in order to assist teachers with planning/assessment of the PE curriculum



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	To ensure teachers feel knowledgeable and confident teaching a wide range of PE lessons.	<ul style="list-style-type: none"> <li>- Provide clear planning/resources and offer coaching support.</li> <li>- Ensure progression documents and schemes are accessible to all staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff teach PE confidently and consistently, leading to higher-quality lessons.</li> <li>- Teachers deliver a wider range of PE activities effectively, increasing pupil participation and skill development.</li> </ul>	- Monitoring reports, pupil voice, assessment data, staff feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)	(Data to be uploaded in July 2026)

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