



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

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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	90% of Year 6 pupils were able to swim competently, confidently and proficiently over a distance of at least 25 metres. High-quality swimming provision, effective teaching and staff CPD ensured that pupils developed confidence and competence in the water. Swimming attainment remained strong and above national expectations for the majority of pupils.	A small number of pupils did not achieve the expected standard by the end of Year 6. Attendance at swimming sessions and varying levels of prior swimming experience continued to impact progress for some pupils.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	90% of Year 6 pupils successfully demonstrated a range of strokes, including front crawl, backstroke and breaststroke. Pupils showed increasing confidence, stamina and technical proficiency throughout the swimming programme.	Some pupils required additional support to refine technique and maintain efficiency over longer distances. Further opportunities to reinforce stroke development would benefit those pupils working below expected levels.
3. Perform safe self-rescue in different water-based situations	90% of pupils demonstrated safe self-rescue skills and a secure understanding of water safety. Pupils were able to identify potential risks and apply appropriate strategies to remain safe in and around water.	Although outcomes remain positive, a small number of pupils required additional reinforcement of water safety concepts and self-rescue techniques.

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 benefited from CPD opportunities, including team teaching and support from specialist PE coaches. This increased staff confidence in delivering high-quality PE lessons and broadened their knowledge of progressive skills across a range of activities. Lesson observations, staff feedback and pupil engagement indicated improved quality of teaching and learning.	Although staff confidence increased, some members of staff would benefit from further subject-specific CPD in areas such as gymnastics and dance to continue developing expertise and ensure consistency across all year groups.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A wide range of inclusive PE lessons, active play opportunities and extra-curricular clubs encouraged high levels of participation across the school. Pupils were engaged in regular physical activity throughout the week, with increased opportunities to develop fundamental movement skills, teamwork and confidence. Registers for clubs and pupil voice demonstrated positive engagement and enjoyment.	Participation in some after-school clubs was affected by other commitments and transport arrangements, meaning not all pupils were able to access every opportunity. Continuing to review the range and timing of clubs will help increase participation further, particularly for targeted groups 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 school sport continued to have a high profile across the school. Sporting achievements were celebrated through assemblies, displays, newsletters and social media. Pupils developed leadership skills through sports ambassador and activity leader roles, helping to promote physical activity and healthy lifestyles across the school. Cycling, active travel initiatives and competitive events further enhanced the visibility of sport within school life.	Whilst participation was high overall, further work is needed to engage some of the least active pupils and encourage greater participation from certain groups of girls in leadership roles and extracurricular opportunities.
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 accessed a wide range of sporting opportunities through curriculum PE, extracurricular clubs, festivals, competitions, cycling activities and active travel initiatives. Provision was adapted to support SEND pupils, disadvantaged pupils and those with long-term medical needs. Alternative activities alongside traditional sports ensured that all pupils were able to find activities that suited their interests and abilities.	Although participation levels were strong, a small number of pupils remained reluctant to engage in extracurricular activities. Continued pupil voice work will help identify barriers and ensure provision remains inclusive and accessible.
5. Increasing participation in competitive sport	The school maintained a strong programme of inter-school competitions, festivals and sporting events. Pupils represented the school across a range of sports and developed teamwork, resilience and sportsmanship. Competitive opportunities remained accessible to pupils of all abilities.	Availability of transport, staffing and event timings occasionally limited participation opportunities. Further planning will help maximise participation and widen access where possible.

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	Swimming outcomes remain strong, with 90% of pupils meeting national curriculum expectations. Effective teaching and staff training continue to support high standards.	A small number of pupils continue to require additional support to achieve the expected standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils demonstrated increasing confidence and proficiency across front crawl, backstroke and breaststroke.	Some pupils require further technical support to improve efficiency and consistency across strokes.
3. Perform safe self-rescue in different water-based situations	Water safety remains a strength, with pupils demonstrating strong understanding of safe self-rescue methods.	Targeted support may be required for a small number of pupils who remain less confident in applying self-rescue strategies independently.

Review of the last academic year (2024/2025)



Aim	Why?	Key Area	Supporting evidence
Develop staff confidence, knowledge and expertise through high-quality CPD and specialist support.	To ensure all pupils receive consistently high-quality PE teaching.	1	CPD records, lesson observations, staff voice, monitoring activities.
Increase participation and engagement in physical activity for SEND, disadvantaged pupils and girls.	To reduce barriers and improve inclusion.	2	Participation data, pupil voice, SEND monitoring and club registers.
Sustain and further develop the school's cycling culture and active travel opportunities.	To promote lifelong healthy lifestyles and increase daily physical activity.	2 & 4	Active travel surveys, Bikeability records and participation data.
Broaden opportunities through a diverse range of sports, clubs and physical activities.	To increase participation and enjoyment for all pupils.	4	Club registers, pupil voice and participation monitoring.
Maintain high participation levels in competitive sport and festivals.	To develop confidence, resilience and sporting aspirations.	5	Competition records, event participation data and pupil feedback.

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: Inclusion, Participation and Targeted Support



	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 enhance opportunities for disadvantaged and SEND.	Use PE and Sport Premium funding to subsidise extracurricular clubs, residential visits and sporting competitions for disadvantaged pupils. Purchase adapted equipment where required to enable pupils with SEND to fully participate. Provide targeted interventions to develop fundamental movement skills, confidence and physical literacy. Ensure staff adapt lessons appropriately through CPD and inclusive planning so all pupils can access high-quality PE. Monitor participation rates each term and identify pupils requiring additional support or encouragement.	Increased participation in PE, school sport and physical activity among disadvantaged pupils and pupils with SEND. Improved confidence, engagement and physical competence. Greater representation in extracurricular clubs and competitive sport. Reduced barriers to participation and improved wellbeing, attendance and social inclusion.	Registers for clubs and competitions, participation tracking, pupil voice surveys, teacher observations, SEND provision maps, assessment of fundamental movement skills, attendance records and photographs of participation where appropriate.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation of disadvantaged pupils and pupils with SEND increased across clubs and competitions. Pupils demonstrated improved confidence, engagement and physical skills. More pupils represented the school at sporting events and reported positive attitudes towards physical activity. Teachers observed increased inclusion and willingness to participate during PE lessons.	Yes. Resources purchased will continue to be used in future years. Staff training has improved confidence in delivering inclusive PE, embedding good practice across the school. Ongoing participation monitoring will ensure targeted support continues for identified pupils. Partnerships with local clubs will provide continued opportunities beyond the school day.	Participation data, pupil questionnaires, teacher feedback, PE assessments, competition records, CPD records and SEND progress monitoring.	£4480

Your objective: Cycling, Active Travel and Healthy Lifestyles



	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 sustain and further develop a whole-school cycling culture by promoting active travel, providing progressive cycling opportunities and ensuring all pupils have regular access to high-quality cycling experiences.	Continue to offer Bikeability Levels 1, 2 and 3 to develop pupils' cycling competence and road safety skills. Maintain the cycling unit within the PE curriculum to ensure all pupils receive high-quality cycling instruction. Promote active travel through Active Health Week, assemblies and whole-school initiatives encouraging pupils to cycle or scoot to school. Maintain and utilise the school's fleet of bikes, enabling pupils to access cycling during lunchtimes regardless of bike ownership. Continue to run the cyclo-cross club to extend participation and provide opportunities for pupils to develop their cycling skills beyond curriculum PE. Regularly maintain bikes and equipment to ensure safe, inclusive and sustainable provision.	Sustained high levels of participation in cycling across curriculum PE, lunchtimes and extracurricular clubs. Increased confidence, competence and enjoyment of cycling, alongside improved awareness of safe riding and active travel. Continued uptake of active travel to school and a lasting culture in which cycling is valued as part of a healthy, active lifestyle.	Bikeability completion records, active travel surveys, club registers, lunchtime participation records, curriculum plans, pupil voice, PE assessments, photographs and bike maintenance logs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in cycling opportunities increased across the school, with more pupils accessing lunchtime cycling, Bikeability and the cyclo-cross club. Active travel rates improved during promotional events and throughout the year. Pupils demonstrated increased confidence, competence and awareness of safe cycling practices. Cycling became a	Yes. Cycling is now embedded within the PE curriculum and annual school calendar through Bikeability, Active Health Week and active travel initiatives. School-owned bikes and equipment enable all pupils to participate regardless of personal circumstances. Staff have developed the confidence to deliver cycling activities, and regular maintenance of equipment ensures the provision can continue in future years. Ongoing partnerships with Bikeability providers and local organisations will support the long-term	Bikeability accreditation records, participation data, active travel surveys, club registers, pupil voice, curriculum plans, photographs, maintenance records and staff feedback.	£1500

Your objective: Staff Development and CPD



	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 staff confidence, knowledge and expertise through high-quality CPD and specialist support.	Utilise ESSP membership, specialist coaching support, team teaching and swimming-focused CPD to develop staff knowledge and confidence. Provide opportunities for observation, professional dialogue and curriculum development. Monitor implementation through lesson observations and staff feedback.	Improved staff confidence and competence when planning, delivering and assessing PE. Consistently high-quality provision across all year groups and improved pupil outcomes.	Staff voice surveys, lesson observations, CPD records, curriculum monitoring and pupil progress data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff demonstrated improved confidence across a range of curriculum areas and reported increased confidence when delivering PE. Pupils benefited from consistent, high-quality teaching and increased engagement.	Yes. Staff expertise has increased and resources, curriculum planning and partnerships will continue to support high-quality PE provision.	CPD evaluations, monitoring records, lesson observations and staff questionnaires.	£5500

Your objective: Inclusion and Participation



	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 and engagement for SEND pupils, disadvantaged pupils, girls and pupils with long-term medical conditions.	Provide targeted support and subsidised access to extracurricular activities, competitions and residential opportunities. Adapt activities and equipment where required and monitor participation throughout the year to identify pupils requiring further support.	Increased participation rates, improved confidence and greater representation amongst targeted groups in PE, school sport and physical activity.	Participation tracking, club registers, pupil voice surveys, SEND monitoring and attendance data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Targeted pupils engaged more frequently in clubs, competitions and physical activity opportunities. Pupil confidence and willingness to participate improved across the year.	Yes. Inclusive practices are embedded within PE provision and resources purchased will remain available for future cohorts.	Participation records, pupil voice, teacher observations and SEND reviews.	£2500

Your objective: Competition and Wider Sporting Competition



	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 maintain high-quality opportunities for competitive sport, festivals and a broad range of sporting experiences.	Utilise ESSP membership, School Games opportunities, external competitions and specialist coaching to provide pupils with a varied and inclusive sporting offer. Continue to enter local competitions and sporting festivals and provide opportunities for pupils to represent the school.	Increased participation in competitive sport, development of teamwork, resilience and leadership skills, and enhanced enjoyment of physical activity.	Competition records, participation logs, pupil voice surveys and photographs of events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils represented the school across a range of sporting events and competitions. Participation remained high, with pupils developing confidence, teamwork and sporting skills through a variety of experiences.	Yes. Established partnerships with ESSP and competition providers ensure continued access to high-quality opportunities. Staff are experienced in organising and supporting participation in events.	Event records, competition outcomes, pupil feedback and participation data.	£2820

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