



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



Commissioned by



Department
for Education

Created by



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YOUTH
SPORT
TRUST

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)



- 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 focussed 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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

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>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Level 2 community activator Apprentice</p> <ul style="list-style-type: none"> • PE lessons supported by apprentice – supported engagement of less confident children • Pupil and staff voice <p>Use of PE Planning platform</p> <ul style="list-style-type: none"> • Assessment of PE developing and staff confidence increased. Range of sports to engage children has increased • Pupil and staff voice <p>Enrichment opportunities</p> <ul style="list-style-type: none"> • Taught by sports coaches in that field of sport and CPD for staff 	<p>Staff still feel less confident when teaching gymnastics and dance despite CPD two years ago. More confident than prior to that CPD – pupil voice</p>

<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Level 2 community activator Apprentice</p> <ul style="list-style-type: none"> • All children supported at events • Sensory circuits for children who need sensory breaks from learning • Active playground at break/lunchtime • Access for children to tournaments <p>All children to access competitions and events</p> <ul style="list-style-type: none"> • DSSN events continue to support all children attending events <p>Use of PE Planning platform</p> <ul style="list-style-type: none"> • Range of sports to engage children has increased <p>Active 60 – more children to be active through PE sessions, active breaks, enrichment opportunities, active playground</p> <ul style="list-style-type: none"> • Greater opportunities for children to be active <p>Enrichment opportunities Enjoyment of enrichment for all children to engage in sports – taught by sports coaches in that field of sport</p>	<p>Focus for next year to develop Active60 and more opportunities for children across all year groups to be active. Use of sports money to provide after-school opportunities for active60.</p> <ul style="list-style-type: none"> • Not a consistent approach to Active60 across all year groups – through pupil voice. <p>To look for more enrichment opportunities in 2025/26 across more sports.</p>
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<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Level 2 community activator Apprentice All children to access competitions and events Use of PE Planning platform to support more consistent teaching of PE across the whole school. Differentiated lessons to support less and more able in developing skills in each area of sport Active 60 – more children to be active through PE sessions, active breaks, enrichment opportunities, active playground Enrichment opportunities</p> <ul style="list-style-type: none"> • Pupil voice • Teacher voice • Parent feedback 	<p>To look for more enrichment opportunities in 2025/26 across more sports.</p>
<p>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</p>	<p>Level 2 community activator Apprentice</p> <ul style="list-style-type: none"> • All children supported at events • Access for children to tournaments <p>All children to access competitions and events</p> <ul style="list-style-type: none"> • DSSN events continue to support all children attending events <p>Use of PE Planning platform</p> <ul style="list-style-type: none"> • To introduce new sports to PE lessons <p>Enrichment opportunities</p> <p>Provision of PE clubs open to both boys and girls</p> <ul style="list-style-type: none"> • Pupil voice • Teacher voice • Parent feedback 	<p>To look for more enrichment opportunities in 2025/26 across more sports. To use information provided by national survey on Koboca to identify new clubs and sports that children have requested.</p>

5. Increasing participation in competitive sport

Level 2 community activator Apprentice

- All children supported at events
- Access for children to tournaments

All children to access competitions and events

- DSSN events continue to support all children attending events

House cup – all children to take part in inter-house competitions



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 focussing 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	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aim	Why?	Key area	Supporting evidence
<p>Ensure all children are able to access competition and skills events both through inter and intra-sports activities. Equal opportunities for boys and girls in competitions and events</p>	<p>To provide opportunities for all children to take part in competitions – both inter and intra – supporting our less able and SEND children at these events. To provide equal opportunities for boys and girls taking part in these competitions</p>	<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Data on competitions attended Pupil voice Teacher voice</p>
<p>New active playground equipment</p>	<p>To provide children with more opportunities to be active – particularly focusing on our less active children and what might encourage them to be more active.</p>	<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Pupil voice Teacher voice PE Lead assessment of playground activities and engagement of children in these activities.</p>
<p>To provide enrichment opportunities for children to engage in new sports, delivered by professional coaches in their sports and to provide CPD for staff when delivering their own PE teaching.</p>	<p>Children to take part in new sports that may encourage them to join clubs in the area. Make partnerships with local clubs in close proximity to the school.</p>	<p>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</p>	<p>Pupil voice Teacher voice</p>
<p>To use PE planning platform to develop assessments that inform subject leader/teachers of children who would benefit from PE based interventions to support skills development and confidence in sports taught in the curriculum.</p>	<p>To ensure SEND are supported in PE sessions and opportunities are provided for any children who are working below age expectations in PE skills</p>	<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Teacher voice Lesson observations</p>



<p>To further develop use of PE planning platform to support staff confidence, an offer of a wider range of sports, ensure clear progression across the key areas of the PE curriculum.</p>	<p>Staff feel confident delivering all areas of PE including gymnastics and dance. Children make progress across the key skills being taught on a cyclical pattern through the school.</p>	<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed 3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Teacher voice Pupil voice Lesson observations Skills progress</p>
<p>Continue to increase the opportunities for children to achieve the active 60 minutes – implement active60 policy and review</p>	<p>More active children – children are more engaged in their learning. Better well-being and mental health. Happier children in school.</p>	<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Pupil voice Teacher voice Impact on academic progress</p>

Aims for the next academic year (2025/2026)

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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 focussing 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:



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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	Ensure all children are able to access competition and skills events both through inter and intra-sports activities. Equal opportunities for boys and girls in competitions and events	Inter-school events such as house cup and school games day. DSSN events Local competitions run by other schools eg: Lockers Park	More children across KS2 taking part in competitive events. All children across the whole school being given the opportunity to take part in both inter and intra school competitions. Boys and girls being given equal opportunities to attend all competitive events.	Number of events attended Number of competition opportunities Number of house cups and intra school competitions Pupil voice on events and competitions Teacher voice on DSSN events and engagement of children in competitive elements of these events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				Transport and staff cover to events £4,000 Sports coaches for clubs Football Netball Dodge ball Cricket/Rounders £2,700 DSSN Membership £1,300

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	To provide enrichment opportunities for children to engage in new sports, delivered by professional coaches in their sports and to provide CPD for staff when delivering their own PE teaching.	One enrichment opportunity per half-term – looking at a range of sports Use results from Koboca to arrange year group specific delivery of PE with CPD for staff	CPD – sustainability – staff will feel confident to deliver PE sessions in new sports introduced to school Children have the opportunity to take part in new sports and possibly then take these on within clubs in the local area. All children able to access enrichment opportunities including SEND children who are less confident in taking part in PE sessions	Pupil voice Teacher voice Number of enrichment opportunities Parent feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£4,000 for enrichment days <ul style="list-style-type: none"> • BMX Bikes (Autumn 1) - £660 • Skateboard & Scooter (Autumn 2) • Dance (Spring 1) - £609 + VAT • Quidditch (Spring 1) £2,000 for new sports delivered by external coaches (CPD for staff)

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	Staff CPD and assessment of children's progress	To use PE planning platform to develop assessments that inform subject leader/teachers of children who would benefit from PE based interventions to support skills development and confidence in sports taught in the curriculum. To further develop use of PE planning platform to support staff confidence, an offer of a wider range of sports, ensure clear progression across the key areas of the PE curriculum.	Staff confidence increased Progression of skills for all children monitored and supported where needed (greater visibility of data)	Teacher voice Subject leader – data analysis and monitoring of PE sessions
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				Primary PE Planning £700

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	To implement a consistent approach to Active 60 across the school -aim of having all children active in line with government recommendations.	Playground equipment to support active children Clubs Staff training – active 60 and active playground Children take on leadership roles to encourage active breaktimes Resources for active breaks in the classroom	Children more active to support engagement in learning, physical and mental well-being. Teachers see improvement in engagement and behaviour in the classroom. Supportive and collaborative activities on the playground at break and lunchtime Leadership roles that encourage children to be more active	Pupil voice Teacher voice Subject leader - monitoring
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				Equipment to support active 60 £2,250 Teach Active £750

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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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