

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 (2025/2026)



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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	Sports funding was used to offer children who did not meet the curriculum standards to attend swimming lessons in the next academic year.	1 child was offered and accepted this but despite this did not meet the national curriculum standards
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Sports funding was used to offer children who did not meet the curriculum standards to attend swimming lessons in the next academic year.	1 child was offered and accepted this but despite this did not meet the national curriculum standards
3. Perform safe self-rescue in different water-based situations	Sports funding was used to offer children who did not meet the curriculum standards to attend swimming lessons in the next academic year.	1 child was offered and accepted this but despite this did not meet the national curriculum standards

Review of the last academic year (2025/2026)



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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?
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	All year groups attended DSSN events and year 3-6 were offered competitive opportunities for football. School games day allowed all children to participate in competitive sport and non-competitive sport. All after-school club activities were offered to both boys and girls and equal opportunities were offered at competitions. Evidenced through competition participation information.	House cup events (intra-sports) were not termly as originally planned. This will be a key focus for 26/27 with sports leaders and house captains responsible for these events.
New active playground equipment	New items of equipment were purchased for the playground which saw a calmer playground at lunchtime with children have more opportunities for active plan. This was evidenced through pupil voice.	All equipment needs to be sustainable – some equipment was lost / damaged.
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.	Enrichment opportunities were provided – BMX biking, dance, Urban Strides etc which provided children with different opportunities for try sports not available on the PE curriculum. CPD – only 1 member of staff had additional CPD (rounders)	CPD for staff – it was not possible to organize additional CPD for gymnastics/dance which were identified by staff as the key area for CPD. An on-going focus for 26/27.
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.	All staff completed assessment wheels half-termly, for all areas taught. Some of those children identified were then given additional opportunities in sensory circuits. PE Planning provides differentiation for all skills to allow all children to participate in skill development. The skills are taught cyclically and this is monitored by the SL.	No PE interventions were provided due to staff availability. However, where possible CT/TA engaged with those children who required the differentiated skills.

Review of the last academic year (2025/2026)



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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?
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 questionnaires reflect that staff are confident at delivering PE and teaching the skills – staff questionnaire. Use of the PE wheels has also helped to ensure that there is a clear progression of skills and where support is required for those children identified.	CPD in gymnastics and dance is still required – staff questionnaire. This will continue to be an action for 26/27.
Continue to increase the opportunities for children to achieve the active 60 minutes – implement active60 policy and review	Intent, implementation and impact for PE reflects the action 60 target. Children are more active and adults have been provided with more resources to support learning breaks. Sensory circuits provides the most vulnerable children with opportunities for sensory breaks. Playground equipment has also seen children more active in play.	No policy was written but intent, implementation and impact was amended.

Aims for the next academic year (2026/2027)



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

Plan, monitor and evaluate (2026/2027)



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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*

Plan, monitor and evaluate (2026/2027)



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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 2026-27



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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)	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 (Complete in July)				

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)	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 (gymnastics and dance)	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 (Complete in July)				

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)	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 Play leaders to train year 5 play leaders to hand-over leadership roles to encourage active breaktimes Sensory circuits	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 (Complete in July)				

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)	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..	Teachers complete assessments regularly and use the data to track pupils' progress against curriculum objectives. Assessment data identifies pupils who require additional support with physical skills, participation, or confidence. Targeted PE interventions are planned and delivered for identified pupils. Teachers use assessment information to adapt lessons and provide appropriate challenge and support.	Improved tracking of pupils' PE skills and confidence through consistent assessment. Early identification of pupils needing support, enabling targeted interventions. Increased pupil confidence, participation, and progress in PE. Assessment data informs teaching and supports ongoing improvement in PE provision.	Pupil voice Teacher voice Subject leader - monitoring
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				