

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?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	43% of pupils in the year 6 cohort can swim competently and proficiently over a distance of 25 metres	Whilst there was improvement during the swimming lessons from pupil starting points, the data is disappointing that only 43% of pupils in the year 6 cohort can swim competently and proficiently over a distance of 25 metres
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	31% can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)	Whilst there was improvement during the swimming lessons from pupil starting points, the data is disappointing that only 31% can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)
3. Perform safe self-rescue in different water-based situations	43% can perform safe self-rescue in different water-based situations	Whilst there was improvement during the swimming lessons from pupil starting points, the data is disappointing that only 43% can 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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff have accessed CPD and feedback the positives of this. Quality assurance indicates improvement in PE teaching. Pupils knowing more and remembering more. New PE mark books evidencing pupil progress in a variety of sports.	Staff accessed limited CPD during the 2024-2025 school year.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil development spreadsheet identifying all extra-curricular activities attended by pupils across school. Selection of sports offered to pupils including multi-sports to allow those to find a preferred sport that haven't. Clubs were well attended compared to previous years with positive pupil voice from participants.	Not all pupils engage regularly in extra curricular activities and/or physical activities out of school.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	CPD in place for PE through the Expert Teacher pod model and also through staff engagement in IGNITE cross Primary MAT opportunities. Playtime observations indicate that majority of pupils are engaged in physical activity during break times. Pupil surveys show that over 80% will opt to engage in physical activity rather than a fixed or still activity (i.e. reading a book).	Ensuring the momentum is sustained will be a priority particularly where there are staffing changes.
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	Registers indicate participation in sports clubs. Sports Leader meetings indicate a difference in sports equipment requested. Although football remains the favourite, rugby balls, tennis, skipping and dodge ball have also shown an increase following after school club sessions in these areas.	N/A
5. Increasing participation in competitive sport	Staff and pupil voice show positive feedback from Trinity IGNITE events in hockey, handball and athletics. Following feedback, only 2 out of 12 children played handball before the event. Assessing pupils before and after each sport show an increase in confidence, enjoyment and specific sporting skills and tactics.	The ambition is for greater opportunities for pupils to participate in competitive sport

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	43% of pupils in the year 6 cohort can swim competently and proficiently over a distance of 25 metres	Whilst there was improvement during the swimming lessons from pupil starting points, the data is disappointing that only 43% of pupils in the year 6 cohort can swim competently and proficiently over a distance of 25 metres
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	31% can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)	Whilst there was improvement during the swimming lessons from pupil starting points, the data is disappointing that only 31% can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)
3. Perform safe self-rescue in different water-based situations	43% can perform safe self-rescue in different water-based situations	Whilst there was improvement during the swimming lessons from pupil starting points, the data is disappointing that only 43% can perform safe self-rescue in different water-based situations

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
More children are active at play and dinner time. Pupils replicate the activities when adults are not there. School staff use the sessions as CPD to ensure sustainability.	Prior QA noted that pupil engagement in physical activity required input from an adult.	<ul style="list-style-type: none"> 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 	<p>Surveys and observations of dinner time sessions.</p> <p>Pupil numbers involved in dinner time sessions increased from 2023/4</p>
Pupils are involved in physical activities during dinner. Pupil leadership is increased, and more pupils are enjoying being active. New play leaders are trained up by previous play leaders.	Prior QA noted that pupil engagement in physical activity required input from an adult.	<ul style="list-style-type: none"> 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 	Pupil surveys, quality assurance of dinner time practice from pastoral leader. Observation of pupil engagement during break times.
Pupils are introduced to new sports through after-school clubs. After school clubs encourage pupils to take up the sport outside of school.	Pupils access limited sports and physical activities outside of school.	<ul style="list-style-type: none"> 2. Increasing engagement of all pupils in regular physical activity and sporting activities 	Pupil registers, pupil development spreadsheet identifying all extra-curricular activities attended by pupils across school. Selection of sports offered to pupils including multi-sports to allow those to find a preferred sport that haven't.
Pupils enjoy taking part in competitive sports, increase in pupil leadership skills and those involved in sports at a higher level.	Pupils have limited opportunity to engage in competitive sports	<ul style="list-style-type: none"> 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities 5. Increasing participation in competitive sport 	Trinity IGNITE project – pupil feedback.
All pupils have high class teaching during their PE lessons.	Quality of teaching in PE was variable across school	<ul style="list-style-type: none"> 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. 	QA process completed indicate improvement in PE teaching. Pupils knowing more and remembering more. New PE mark books evidencing pupil progress in a variety of sports.

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: To increase pupil physical activity during break and lunch times



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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 increase pupil physical activity during break and lunch times by training and deploying Play Leaders who will organize and lead structured games and activities, ensuring active play for all pupils.	Recruit and train Play Leaders from KS2 pupils to lead games and encourage participation. Provide CPD for staff supervisors to support Play Leaders and maintain safe, inclusive play. Purchase equipment for playground activities (e.g., balls, skipping ropes, cones). Create a rota and activity schedule to ensure variety and engagement. Celebrate Play Leaders' role through certificates and recognition to sustain motivation.	Increased levels of physical activity during non-curricular times. Improved social skills, teamwork, and leadership among Play Leaders. Greater engagement from less active pupils through structured, inclusive activities. Positive impact on behavior and wellbeing during break and lunch times.	Internal playground observations indicate many pupils are inactive during break times.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Funding has had a positive impact on increasing levels of physical activity and engagement across the school. The presence of coaches has enabled the delivery of structured, inclusive activities that encourage pupils to participate in active play and enjoy regular exercise outside of curriculum PE lessons. This provision has increased participation rates, particularly among pupils who may otherwise be less active at lunchtime.	To ensure the long-term sustainability of this initiative, the school will continue to develop a pupil-led approach by training the next cohort of Play Leaders each year and providing ongoing support for their role. Further CPD will be planned for new staff supervisors to ensure consistency in supporting Play Leaders and promoting safe, inclusive play. Existing playground equipment will continue to be utilised and replenished where necessary. Greater celebration of Play Leaders' contributions through assemblies, certificates and wider school recognition will also be embedded to sustain motivation and raise the profile of active play across the school.	Internal playground observations indicate an increase in engagement with active playground activities and pupils enjoy taking part in planned activities.	Training for Play Leaders and staff Playground equipment Total Estimated Cost: £1,200

Your objective: To increase pupil physical activity and engagement



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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 increase pupil physical activity and engagement by providing a residential experience that includes structured outdoor and adventurous activities, promoting teamwork, resilience, and lifelong enjoyment of physical activity.	Organize a residential trip that offers a range of physical activities such as climbing, canoeing, hiking, and team-building games. Work with accredited outdoor activity providers to ensure high-quality, safe experiences. Target pupils who are less active or disadvantaged by subsidizing costs through Sports Premium funding. Prepare pupils beforehand with introductory sessions to build confidence and excitement. Monitor participation and engagement during and after the trip through feedback and activity logs.	Increased levels of physical activity among pupils during and after the residential. Improved confidence, resilience, and teamwork skills. Greater enthusiasm for outdoor and adventurous activities, leading to higher participation in school clubs. Positive impact on mental wellbeing and social interaction.	Internal pupil voice surveys indicate interest in outdoor activities and residential experiences.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Through participation in a range of structured outdoor and adventurous activities, pupils were encouraged to be active, challenge themselves and develop confidence in unfamiliar environments. The experience promoted teamwork, resilience, communication and problem-solving skills, while fostering a positive attitude towards physical activity and healthy lifestyles.	This provided pupils with memorable opportunities that developed confidence, resilience, teamwork and a positive attitude towards physical activity that extended beyond the visit itself. The skills, knowledge and enthusiasm gained through participation in outdoor and adventurous activities were transferred into everyday active lifestyles. The residential also strengthens pupils' willingness to engage in new physical challenges, creating lasting benefits.	Internal pupil voice indicates positive engagement in the residential and a development of teamwork, resilience and confidence that was seen across wider school experiences. .	Residential activity package (including instructors and equipment) Transport Staffing and supervision Subsidies for disadvantaged pupils: Total Estimated Cost: £800

Your objective: To increase the range and participation in extracurricular physical activities



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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 increase the range and participation in extracurricular physical activities for all pupils, ensuring inclusivity and promoting lifelong engagement in sport and physical activity.	Audit current provision to identify gaps and opportunities. Introduce new clubs and activities (e.g., dance, yoga, multi-sports, non-traditional games). Engage external coaches and local sports partnerships for specialist sessions. Target disadvantaged and inactive pupils through free or subsidized clubs and transport support. Promote opportunities widely via newsletters, assemblies, and social media. Celebrate participation through certificates, events, and school displays.	Higher pupil participation rates, especially among disadvantaged and less active pupils. Improved confidence, teamwork, and enjoyment in physical activity. Positive impact on physical health, mental wellbeing, and school engagement.	Internal pupil voice surveys indicate demand for more diverse activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The spend had a positive impact by increasing the range of extracurricular sporting opportunities available. The provision of inclusive clubs and activities has enabled pupils to engage in regular physical activity, develop new skills and experience success, fostering positive attitudes towards healthy, active lifestyles and encouraging lifelong participation in physical activity.	This initiative is sustainable because it has established a broad and inclusive extracurricular sports activities that can continue year on year. By increasing pupil engagement and developing positive attitudes towards physical activity, the provision encourages ongoing participation in sport and healthy lifestyles. The school will continue to review pupil interests and provide a varied offer of clubs and activities, ensuring high levels of participation and lasting impact across the school.	Pupils attending the clubs shared positive voice about their enjoyment of attending the sessions and how they have developed positive engagement in PE and sports.	External coaches and partnerships Equipment for new activities Subsidies for disadvantaged pupils: Total Estimated Cost: £12,000

Your objective: To enhance staff knowledge, confidence, and skills in delivering high-quality PE and extracurricular activities



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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 enhance staff knowledge, confidence, and skills in delivering high-quality PE through targeted professional development, ensuring sustainable improvement in physical education provision.	Identify training needs through staff surveys and lesson observations. Provide CPD opportunities such as: Specialist PE training. Engage external providers (e.g., local sports partnerships, national PE associations). Create peer support and mentoring within school to share best practice. Monitor impact through lesson observations and pupil feedback.	Increased staff confidence and competence in delivering PE and extracurricular activities. Broader range of activities offered due to improved staff expertise. Higher pupil engagement and participation in PE and clubs. Improved quality of teaching and learning in physical education.	Youth Sport Trust research shows that teacher confidence directly impacts pupil participation and enjoyment. Internal staff feedback indicates a need for training in inclusive practice and new sports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	PE lessons show an increase in consistency and developing quality of delivery.	Staff will continue to teach from the PE scheme next year. SLG to factor in ongoing monitoring, feedback and coaching to ensure PE lessons are of high quality.	Staff and pupil voice show a positive impact of PE lessons.	Specialist trainers for in-school sessions Resources and materials for training Total Estimated Cost: £1,000

Your objective: To increase pupil participation and enjoyment in competitive sports and games



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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 increase pupil participation and enjoyment in competitive sports and games, fostering teamwork, resilience, and a sense of achievement while promoting physical health and school spirit.	Expand competitive opportunities by: Organizing inter-house and inter-school competitions. Introduce a wider range of competitive sports (e.g., football, netball, athletics, cricket, tag rugby). Provide coaching sessions to prepare pupils for competitions. Ensure inclusivity by creating pathways for all pupils, including SEND and disadvantaged groups. Celebrate success through assemblies, newsletters, and social media to build enthusiasm. Use pupil voice surveys to identify preferred competitive activities.	Increased number of pupils participating in competitive events . Improved teamwork, resilience, and confidence among pupils. Greater sense of belonging and school pride through house and team competitions. Enhanced physical fitness and motivation to engage in sport.	Participation data indicates pupils respond positively to structured competition.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Limited engagement in competitive sporting activities during the year.	This is an area to develop next year	N/A	Entry fees for leagues/tournaments Transport Coaching and training sessions Equipment for competitive sports Total Estimated Cost: £1,000

Your objective: To increase the percentage of pupils meeting national curriculum swimming 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
Plan and monitor (Complete now and monitor)	To increase the percentage of pupils meeting national curriculum swimming requirements by providing targeted booster lessons for those who have not achieved the expected standard by the end of KS2.	Identify pupils requiring additional support through swimming assessment data. Arrange booster swimming sessions for these pupils during the summer term or after school. Work with qualified swimming instructors to deliver focused teaching on: Swimming 25 metres confidently. Using a range of strokes effectively. Performing safe self-rescue in water-based situations. Provide transport and supervision to ensure accessibility for all pupils. Track progress through pre- and post-booster assessments.	Increased percentage of pupils achieving national swimming standards. Improved confidence and water safety awareness among pupils. Reduction in the number of pupils leaving primary school without basic swimming competence.	National Curriculum requirement: All pupils should swim 25 metres by the end of KS2. DfE guidance encourages use of PE and Sports Premium to fund swimming provision. Internal assessment data shows a gap in pupils meeting expected standards. Public Health England highlights swimming as a key life skill for safety and wellbeing.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Swimming pools unable to facilitate additional swimming lessons for 25/26.	Liaise with pool during the summer term about booking an additional swimming session for the 26/27 school year for the pupils unable to swim.	N/A	Pool hire and instructor fees Transport costs Additional staffing for supervision Total Estimated Cost: £2,000

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