



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



Commissioned by



Department
for Education

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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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<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	A 93% pass rate demonstrates the effectiveness of the school's swimming programme, with the vast majority of pupils meeting the National Curriculum expectation to swim competently, confidently and proficiently over a distance of at least 25 metres. Supporting evidence Teacher and swimming instructor assessments confirmed pupils met the expected standard.	A small number of pupils did not achieve the expected standard of swimming 25 metres confidently by the end of Key Stage 2, requiring additional practice and targeted support to develop their confidence and stamina. Supporting evidence Assessment identified the need for further intervention to help these pupils achieve the required standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	An 89% success rate demonstrates that most pupils were able to use a range of swimming strokes effectively, showing confidence and competence across front crawl, backstroke and breaststroke. Supporting evidence Teacher and swimming instructor assessments confirmed pupils met the expected standard.	A small number of pupils did not consistently demonstrate effective use of a range of swimming strokes and required additional practice to improve technique and confidence. Supporting evidence Assessments identified the need for further support to develop stroke technique across all three required strokes.
3. Perform safe self-rescue in different water-based situations	A 74% success rate shows that the majority of pupils successfully demonstrated safe self-rescue skills in different water-based situations, developing their confidence and understanding of essential water safety techniques. Supporting evidence Teacher and swimming instructor assessments confirmed pupils met the expected standard for water safety and self-rescue.	A significant minority of pupils did not yet demonstrate the expected standard in safe self-rescue and required further opportunities to practise key water safety skills and build confidence in different water-based situations. Supporting evidence Assessments identified the need for additional practice to develop confidence and apply self-rescue techniques consistently.

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	Investment in high-quality Dance CPD and targeted training increased staff confidence, knowledge and skills in delivering Y5 Dance lessons. Staff were better equipped to teach high-quality lessons, resulting in greater consistency across the curriculum and improved pupil engagement and outcomes. Supporting evidence • Staff accessed relevant PE-specific CPD and training aligned with identified development needs. • Increased staff confidence was evidenced through lesson observations, pupil outcomes and staff feedback. • Greater consistency in the quality of PE teaching was observed across the school.	While staff confidence and expertise improved, there remained some variation in confidence levels across the school. New staff and those less experienced in teaching PE required additional support and further CPD to ensure consistently high-quality delivery in all areas of the curriculum. Supporting evidence • Lesson observations identified some inconsistency in the delivery of PE across classes. • Staff feedback highlighted a need for further training in specific activity areas.

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?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The school successfully increased opportunities for all pupils to participate in regular physical activity and sporting activities. A wider range of clubs, competitions and active opportunities encouraged greater participation, improved confidence and supported pupils to develop positive attitudes towards physical activity. Supporting evidence - Increased participation rates in extracurricular clubs and sporting activities. - A broader range of opportunities was provided to engage pupils of all abilities and interests. - Pupil voice showed increased enjoyment, confidence and engagement in PE and school sport. - More pupils represented the school in competitive and non-competitive sporting events.	Although participation in physical activity and sport increased, some groups of pupils remained less engaged than others. Barriers such as confidence, personal interests, previous experiences of sport and availability outside of curriculum time meant that some pupils required further encouragement and targeted opportunities to participate regularly. Supporting evidence - Participation data identified some pupils who were less likely to attend extracurricular sporting activities. - Pupil voice highlighted that some pupils would benefit from a wider range of activities to meet different interests and confidence levels. - Further targeted approaches are needed to engage less active pupils and increase participation among all groups.

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	PE and sport were successfully promoted across the school, helping to develop a positive culture around physical activity, participation and achievement. Pupils recognised the value of PE in supporting their confidence, wellbeing and personal development. Supporting evidence • Sporting achievements were celebrated through assemblies and school communications. • Increased participation in competitions and extracurricular activities. • Positive pupil feedback regarding PE and physical activity opportunities.	Although the profile of PE and sport increased across the school, there were still some pupils who did not fully engage with sporting opportunities. Further work is needed to ensure all pupils recognise the benefits of physical activity and feel confident participating in a wider range of activities. Supporting evidence • Pupil voice identified that some pupils would benefit from a greater variety of sporting opportunities. • Participation data showed that some groups of pupils were less likely to engage in extracurricular activities.
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	The school successfully broadened opportunities for pupils to experience a wider range of sports and physical activities, ensuring that both boys and girls had equal access to participation. A diverse programme of curriculum activities, clubs and competitions helped increase engagement, develop new skills and encourage more pupils to take part in physical activity. Supporting evidence • A wider range of sports and activities were offered to pupils across the school. • Equal opportunities were provided for boys and girls to participate in clubs, competitions and sporting events. • Pupil voice showed increased enjoyment and appreciation of the variety of activities available. • Participation data demonstrated improved engagement across different groups	Although the school increased the range of sporting opportunities available, some pupils remained less engaged with certain activities. Further work is needed to identify barriers to participation and ensure that all pupils, particularly those who are less active or less confident, feel motivated and able to access a wider range of sporting experiences. Supporting evidence • Participation data showed that some pupils were less likely to attend extracurricular sporting activities. • Further targeted opportunities and promotion are needed to increase engagement among less active pupils and ensure equal participation for all.

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?
5. Increasing participation in competitive sport	The school increased opportunities for pupils to participate in competitive sport, enabling more children to represent the school and develop teamwork, resilience and confidence. A wider range of competitions and events provided opportunities for pupils of different abilities to experience competitive sport in a positive and inclusive environment. Supporting evidence • Increased numbers of pupils represented the school in competitive fixtures and events. • A broader range of sports competitions were entered throughout the year. • Pupils developed confidence, teamwork and resilience through participation in competitive sport.	Although participation in competitive sport increased, some pupils remained less likely to engage in competitive opportunities due to confidence levels, experience or personal preference. Further work is needed to provide a wider range of inclusive competitive experiences that encourage more pupils to participate and represent the school. Supporting evidence • Participation data identified some pupils and groups who were less involved in competitive sporting opportunities. • Pupil voice highlighted the need for a wider variety of competitive events to appeal to different interests and abilities.

Aims for the next academic year (2025/2026)



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<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	The vast majority of pupils met the National Curriculum expectation to swim competently, confidently and proficiently over a distance of at least 25 metres. A 96% pass rate reflects the effectiveness of the school's swimming provision, high-quality teaching, and targeted support for pupils requiring additional intervention. Strong partnerships with swimming instructors and regular assessment ensured that almost all pupils achieved the expected standard by the end of Key Stage 2. Supporting evidence • 96% of pupils successfully swam at least 25 metres. • Swimming progress was tracked throughout the programme using teacher and instructor assessments. • Pupils demonstrated increased confidence, competence and water safety knowledge throughout the swimming programme.	Although overall outcomes were very strong, a small number of pupils did not achieve the expected standard of swimming 25 metres confidently by the end of Key Stage 2. Factors such as limited access to swimming prior to lessons, lower confidence in the water, inconsistent attendance, and the limited number of curriculum swimming sessions available meant that some pupils required additional time and support to reach the expected level. Supporting evidence • 4% of pupils did not meet the 25-metre expectation. • Some pupils required more intensive, targeted intervention to develop confidence and technique. • The available curriculum swimming allocation was insufficient for a small number of pupils to fully secure the required standard.

Aims for the next academic year (2025/2026)



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<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Most pupils developed the ability to use a range of swimming strokes effectively, including front crawl, backstroke and breaststroke. A 90% success rate demonstrates the positive impact of swimming instruction, progressive skill development and regular opportunities to practise and refine technique. Pupils showed increased confidence and competence across a range of strokes by the end of the programme. Supporting evidence 90% of pupils successfully demonstrated effective use of front crawl, backstroke and breaststroke. - Teacher and swimming instructor assessments showed clear progression in stroke technique throughout the programme. - Pupils demonstrated improved confidence, efficiency and control when using a range of swimming strokes.	Although the majority of pupils achieved the expected standard, a small number were not yet able to use a range of swimming strokes effectively by the end of Key Stage 2. Some pupils lacked confidence when performing less familiar strokes or required additional time to refine their technique and stamina. Limited curriculum swimming time meant that a small proportion of pupils were unable to fully secure all three strokes. Supporting evidence 10% of pupils did not yet demonstrate effective use of front crawl, backstroke and breaststroke. - Assessment identified that some pupils required further practice to improve stroke technique, coordination and endurance. - Additional targeted support would benefit pupils who require more time to develop confidence and proficiency across all required swimming strokes.

Aims for the next academic year (2025/2026)



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<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Perform safe self-rescue in different water-based situations	The majority of pupils successfully demonstrated safe self-rescue skills in a range of water-based situations. A 92% success rate reflects the effectiveness of the swimming and water safety programme in developing pupils' awareness, confidence and ability to respond appropriately in different aquatic environments. Pupils showed a secure understanding of key water safety principles and were able to apply self-rescue techniques with increasing confidence. Supporting evidence 92% of pupils successfully demonstrated safe self-rescue skills in different water-based situations. - Teacher and swimming instructor assessments confirmed that pupils could apply appropriate self-rescue techniques safely and confidently. - Pupils demonstrated a strong understanding of water safety rules, floating techniques and how to remain calm and respond appropriately in an emergency situation.	Although most pupils met the expected standard, a small number were not yet able to consistently demonstrate safe self-rescue skills in different water-based situations. Some pupils lacked the confidence to apply self-rescue techniques independently or required additional practice to develop their understanding of how to respond safely in emergency scenarios. Once again, limited curriculum swimming time meant that further reinforcement of water safety skills would have benefited these pupils. Supporting evidence 8% of pupils did not yet demonstrate the expected standard in safe self-rescue. - Assessment identified that some pupils required further opportunities to practise floating, treading water and other self-rescue techniques. - Additional targeted support and practice would help pupils build confidence and apply water safety knowledge more consistently in different water-based situations.

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:



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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)	Increase opportunities for competitive sport by expanding participation in inter-school and intra-school competitions.	Develop a calendar of inter-school and intra-school competitions across the academic year. Enter local School Games, partnership and county competitions to increase opportunities for pupils to represent the school. Organise regular inter class competitions and personal challenge events to engage all pupils, regardless of ability. Provide targeted opportunities for less active pupils, girls and disadvantaged pupils to participate in competitive sport. Monitor participation data throughout the year to ensure equal access and identify groups requiring additional support. Celebrate participation and success through assemblies, newsletters, social media and displays to raise the profile of competitive sport and encourage wider involvement.	Increased participation in both inter-school and intra-school competitive sport across all year groups. Greater representation of girls, disadvantaged pupils and less active pupils in competitive sporting opportunities. Improved confidence, teamwork, resilience and sportsmanship among pupils. Higher levels of pupil engagement and enjoyment in PE and school sport. Increased success in local competitions and stronger links with local schools and sports organisations. Participation data demonstrates more pupils representing the school and engaging in competitive sport throughout the year.	Registers show increased participation in inter-school and intra-school competitions. Participation data demonstrates improved engagement across all pupil groups, including girls, disadvantaged pupils and previously less active pupils. Competition calendars, fixture records and School Games entries evidence increased opportunities throughout the year. Photographs, newsletters, assemblies and social media celebrate participation and sporting achievements.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in competitive sport increased across the school, with more pupils representing the school in both inter-school and intra-school competitions. Opportunities were broadened to include pupils of different abilities, leading to improved confidence, teamwork and resilience. Participation data and pupil voice showed increased engagement and enjoyment of competitive sport, while celebrating success through assemblies and newsletters helped	The improvements are sustainable because competitive sport is now embedded within the school's annual PE and extracurricular programme. Established links with local schools and School Games organisers will continue to provide regular competition opportunities, while staff have developed the knowledge and confidence to organise and deliver events. Participation is monitored throughout the year to ensure opportunities remain inclusive, and pupil leadership roles, such as Sports Leaders, help to support the ongoing delivery and promotion of	Annual competition calendar established and embedded within the school PE programme. Continued membership of local School Games and sports partnership competitions. Staff confidently organise and lead inter-school and intra-school events. Participation records are monitored annually to ensure sustained engagement and equal access. Sports Leaders support the organisation and promotion of competitions.	£2350

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)	Increase girls' participation in physical activity by introducing pupil-led clubs and activities based on pupil voice.	Gather pupil voice to identify the sports and physical activities that girls would like to participate in. Introduce a range of pupil-led clubs and activities based on this feedback. Appoint Sports Leaders and pupil ambassadors to help plan, promote and lead activities. Provide inclusive, non-competitive opportunities alongside traditional sports to encourage wider participation. Monitor attendance and participation data to identify trends and target pupils who are less active.	Increased participation of girls in extracurricular physical activity and school sport. Higher levels of confidence, enjoyment and engagement in physical activity among girls. Greater attendance at pupil-led clubs and activities. Improved physical wellbeing and more positive attitudes towards lifelong participation in sport and physical activity. A broader range of girls representing the school in clubs, festivals and competitions. Pupil voice demonstrates that girls feel their views have influenced the activities on offer and that provision better meets their interests.	Club registers show increased participation by girls in extracurricular activities. Pupil voice surveys indicate higher levels of enjoyment, confidence and engagement in physical activity. Attendance data demonstrates sustained participation in pupil-led clubs throughout the year. More girls represent the school in festivals, competitions and sporting events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Girls' participation in physical activity increased, with more pupils attending extracurricular clubs and engaging in school sport. Activities shaped by pupil voice resulted in higher levels of enjoyment, confidence and sustained participation. More girls took part in festivals, competitions and leadership opportunities, while pupil feedback confirmed that the wider range of activities better reflected their interests. Overall, the objective successfully increased engagement and helped create a more inclusive	The improvements are sustainable because pupil voice is now embedded in the planning of extracurricular provision, ensuring activities continue to reflect pupils' interests. Staff and Sports Leaders have the skills and confidence to organise and promote pupil-led clubs, while participation data is reviewed regularly to identify trends and maintain engagement. The established programme of inclusive clubs and leadership opportunities will continue to encourage girls to participate in physical activity and school sport year on year.	Girls' participation data is monitored termly to sustain engagement and identify pupils requiring additional encouragement. An established programme of pupil-led clubs continues throughout the academic year. Annual reviews of club attendance and pupil feedback are used to refine and sustain provision. Girls continue to access leadership, club and competition opportunities across the school. For example - Y8 Dance Leaders delivered both Y5 and Y6 Dance Clubs which were very well attended. Current Y6 and 7 pupils have expressed in interest in becoming dance leaders next year.	£14,500

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)	Promote active lifestyles by embedding daily physical activity beyond curriculum PE lessons.	Encourage active travel to and from school through initiatives such as Walk to School events and active travel campaigns. Provide a wide range of lunchtime and after-school physical activity clubs to engage pupils of all abilities. Embed physical activity across the wider curriculum where appropriate through active learning strategies. Promote healthy, active lifestyles through assemblies, themed weeks and whole-school wellbeing initiatives. Monitor participation and gather pupil voice to evaluate engagement and adapt provision throughout the year.	Increased levels of daily physical activity across all year groups. Improved physical fitness, wellbeing and readiness to learn. Higher participation in active lunchtimes and extracurricular activities. More pupils adopting healthy, active lifestyles beyond PE lessons. Increased engagement from less active pupils through inclusive physical activity opportunities. Pupil voice demonstrates positive attitudes towards being active throughout the school day.	Participation registers show increased involvement in lunchtimes and extracurricular activities. Pupil voice surveys indicate improved enjoyment of daily physical activity and healthier attitudes towards being active. Increased uptake of active travel initiatives and whole-school physical activity events. Monitoring data confirms greater engagement from previously less active pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Embedding daily physical activity beyond PE lessons led to increased participation in active lunchtimes and extracurricular opportunities. Pupil voice reflected greater enjoyment of being active, while targeted opportunities encouraged increased participation from less active pupils. Overall, the initiative helped establish a more active school culture and promoted healthier lifestyles.	Regular monitoring of participation and pupil voice ensures provision remains responsive to pupils' needs, while ongoing promotion of healthy lifestyles reinforces positive habits that can be sustained year on year.	Sports Leaders support the organisation and delivery of structured physical activities. Participation and pupil voice are reviewed regularly to monitor engagement and inform future provision. Annual PE and Sport Premium planning includes continued funding for active lifestyle initiatives. Staff observations and pupil feedback demonstrate sustained engagement and positive attitudes towards daily physical activity.	£1500

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)	Develop staff confidence and competence through targeted PE CPD to improve the quality of PE teaching across the school.	Audit staff confidence and identify PE-specific training needs through staff questionnaires and lesson observations. Provide targeted CPD, including external training, workshops and in-school professional development. Use specialist PE coaches to model high-quality teaching and provide team-teaching and mentoring opportunities. Deliver instructional coaching, peer observations and feedback to share effective practice. Provide staff with high-quality planning resources and assessment guidance to support lesson delivery. Review training needs annually to ensure professional development continues to meet staff and school priorities.	Increased staff confidence and subject knowledge in planning and delivering high-quality PE lessons. Greater consistency in the quality of PE teaching across all year groups. Improved use of effective teaching strategies, assessment and differentiation to support all pupils. Increased pupil engagement, enjoyment and progress in PE lessons. More staff able to deliver a wider range of sports and physical activities effectively. Positive staff feedback demonstrating increased confidence and competence in teaching PE.	PE lesson observations demonstrate improved consistency and quality of teaching across year groups. CPD records evidence staff participation in targeted PE training and professional development. Pupil voice shows increased enjoyment, engagement and confidence during PE lessons. Assessment information demonstrates improved pupil progress and achievement in PE.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Targeted PE CPD has increased staff confidence, knowledge and competence in delivering high-quality PE lessons, including dance. Staff have developed a greater understanding of effective teaching strategies, assessment and adapting activities to meet the needs of all pupils. This has resulted in greater consistency across PE lessons, improved pupil engagement and increased confidence from pupils when participating in physical activity.	The improvements are sustainable because PE professional development is now embedded within the school's ongoing improvement cycle. Staff confidence and subject knowledge will continue to be developed through regular CPD, coaching, sharing of best practice and collaboration.	Annual PE CPD plan established to identify and address ongoing staff development needs. Staff training records demonstrate continued engagement with PE professional development. Lesson observations show sustained improvements in the quality and consistency of PE teaching. Staff confidence surveys provide evidence of increased subject knowledge and confidence. PE resources, planning materials and assessment processes are embedded to support ongoing delivery.	£1500