PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- 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.

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	61% of children passed the National Curriculum statutory swimming and water safety requirements.	25% of children only passed level 1 swimming and water safety requirements (Everyone Active Swimming Assessment). Low stability cohort - 7 children joined the cohort in Yr5 or Yr6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	61% of children passed the National Curriculum statutory swimming and water safety requirements.	25% of children only passed level 1 swimming and water safety requirements (Everyone Active Swimming Assessment). Low stability cohort - 7 children joined the cohort in Yr5 or Yr6.
3. Perform safe self-rescue in different water-based situations	61% of children passed the National Curriculum statutory swimming and water safety requirements.	25% of children only passed level 1 swimming and water safety requirements (Everyone Active Swimming Assessment). Low stability cohort - 7 children joined the cohort in Yr5 or Yr6.

Review of the last academic year (2025/2026)

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	• High-quality CPD and team-teaching provided by the sports coach has increased staff confidence and subject knowledge, enabling teachers to deliver PE lessons more effectively and with greater consistency across the school. • Get Set 4 PE scheme has been fully implemented, providing clear progression of skills, detailed lesson plans and curriculum maps that support staff in delivering a sequenced and progressive PE curriculum. • Retrieval-focused lesson starters within Get Set 4 PE's planning have strengthened pupils' recall of previously taught skills and knowledge.	• All teachers should continue to develop and refine their delivery of high-quality PE lessons, making full use of recent CPD on active PE approaches to maximise pupil engagement, participation and learning. • Staff should consistently utilise the Get Set 4 PE resources, including instructional videos and skill demonstrations, to support accurate modelling, improve subject knowledge and ensure progression across year groups. • Ongoing monitoring should ensure that PE lessons remain active, inclusive and appropriately challenging for all pupils, with best practice shared across the staff team.

2. Increasing engagement of all pupils in regular physical activity and sporting activities	• A variety of physical activity opportunities were available to pupils, including lunchtime clubs, after-school clubs, sessions led by external sports coaches. • A Sports Week programme included all children in a range of activities and introduced pupils to new and engaging activities and competitive sports. • Sports leaders and playground leader opportunities enabled pupils in UKS2 to organise, lead and support lunchtime clubs and playground games, promoting active and inclusive play across the school.	• Ensure a wide variety of extra-curricular clubs are timetabled throughout the year and use pupil voice to determine these activities to maximise participation and pupil engagement. • Aim for every child to attend at least one extra-curricular club throughout the year.

3. Raising the profile of PE and sport across the school, to support whole school improvement.	• Sports Week provided a range of engaging activities, increasing participation and enthusiasm for PE across the school. • Sports Performer of the Week celebrations recognised achievement, effort and sportsmanship. • Active 60 challenges in the school newsletter encouraged pupils and families to be active beyond the school day. • The Daily Mile remained an activity that children across the school take part in daily. • PE and sporting achievements were celebrated in assemblies and newsletters, reinforcing the importance of an active lifestyle.	• Engagement with Active 60 challenges completed at home was lower than anticipated, with participation varying across year groups and families. • The Daily Mile is not yet fully embedded across the school, resulting in inconsistencies in implementation between classes. • Not all pupils participate in the Daily Mile every day, limiting the impact of the initiative on overall physical activity levels. • Monitoring of Active 60 could be strengthened to help identify barriers to participation and increase engagement across the school community.

Aims for the next academic year (2026/2027)

- 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	63.3% of the class to pass National Curriculum expectations for swimming and water safety. Year 6 children to attend top-up swimming sessions if they have not met the expectations yet by the end of Year 5.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	63.3% of the class to pass National Curriculum expectations for swimming and water safety. Year 6 children to attend top-up swimming sessions if they have not met the expectations yet by the end of Year 5.	
3. Perform safe self-rescue in different water-based situations	63.3% of the class to pass National Curriculum expectations for swimming and water safety. Year 6 children to attend top-up swimming sessions if they have not met the expectations yet by the end of Year 5.	

Aims for the next academic year (2026/2027)

Plan, monitor and evaluate (2026/2027)

- 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 (2026/2027)

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	- Health, wellbeing and preparation for life: to develop healthy, active habits for life. - To create an inclusive, active whole-school ethos.	- Provide high-quality PE teaching through a skilled sports coach and confident class teachers. - Embed Active 60 through active lessons, breaktimes and activities for home. - Create Active 60 activities fortnightly for the whole school and share this in the newsletter. - Offer inclusive clubs and activities throughout the year. - Organise Sports Week to increase participation and generate a "whole-school love of sport" culture. - Use pupil voice, questionnaires and monitoring to identify needs and improve provision.	- More pupils will be active for at least 60 minutes each day. - Participation and enjoyment in PE and clubs will increase. - Pupils will understand how activity supports health and wellbeing.	
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				