

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

Commissioned by



Department
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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	Top up swimming in Year 5 increased the percentage of children who could swim 25m from 39% to 70%.	Only 53% of the Year 6 children could swim at least 25 meters even with all the support they have received including extra sessions after covid and top up sessions in Year 5.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Top up swimming in Year 5 increased the percentage of children who could swim a range of strokes from 14% to 70%.	Only 50% of the Year 6 children could use a range of strokes effectively even with all the support they have received including extra sessions after covid and top up sessions in Year 5.
3. Perform safe self-rescue in different water-based situations	The percentage of children who could safe self rescue from 22.5% in our Y4 cohort to 58%. The percentage of children in Y5 who could safe self-rescue after top up swimming is 70%.	Only 53% of the Year 6 children could safe self – rescue even with all the support they have received including extra sessions after covid and top up sessions in Year 5.

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	Lesson observations and learning walks show improved lesson quality and increased moderate to vigorous physical activity (MVPA), suggesting staff confidence and skill have improved. Updated resources (e.g., yoga mats, Box2BFit, skipping equipment) supported staff in delivering higher-quality lessons.	Need to provide explicit evidence of CPD sessions or staff training uptake in the future and how staff feel it has improved their own delivery of lessons. Further Yoga training is needed so that teachers feel confident to teach a whole unit.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Fitness Passports show a 68% overall improvement in fitness outcomes for Years 3–5. Increased participation from pupils who typically avoid competitive events, including SEND and lower-confidence children. Lunchtime activities and yoga have been sustained beyond timetabled sessions, showing independent engagement. Residential trips and active travel initiatives (46% active travel weekly) boosted engagement.	While engagement is high, future monitoring of individual year groups/identified groups of children is needed to ensure participation is high 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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Strong school-home partnerships: 60% family attendance at Sports Day and regular communication via newsletters and social media. PE display includes pupil voice box and "You Said, We Did" section, reinforcing visibility and importance. Positive behaviour and reduced lunchtime incidents linked to pupil-led sports activities.	Not a big take up on family fitness day from parents attending, only ¼ families per class. Need to look at promoting and engaging parents with this next year.
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	Wide range of activities offered: yoga, skipping, Box2BFit, outdoor adventure activities, swimming, and inter-school sports. Sports Leaders tailor lunchtime activities to KS1 and KS2 interests, promoting inclusivity. SEND pupils and those with lower confidence given meaningful opportunities to succeed. Girls football only sessions offered on a Monday lunchtime to engage those girls who don't want to play with the boys and a Girls KS1 football afterschool club delivered in Summer 2 to raise the profile.	
5. Increasing participation in competitive sport	All children had opportunities to participate in inter-school sports events, either competitively or developmentally. School attended 72% of RESSP-organised events. Pupil feedback highlights enjoyment and confidence from these events.	

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*

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*

<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	Top up swimming has allowed our children to feel more confident and competent in the water, including SEND children and children with low confidence. Top up swimming has increased the percentage of children who could swim 25m from 17.8% to 69%.	Despite making huge improvements due to the top up swimming, only 69% of our Year 6 children can swim 25m competently and confidently.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Top up swimming has allowed children more time and increased exposure to develop their range of strokes. Top up swimming has increased our percentages from 35% to 69%.	Despite the top up swimming helping to make huge improvements, only 69% of our Year 6 children can swim a range of strokes effectively.
3. Perform safe self-rescue in different water-based situations	Top up swimming has enabled our children to have multiple practices of safe self-rescue, helping to embed their learning. Our percentages have increased from 22% to 67.8%.	Despite the top up swimming helping to make huge improvements. Only 67.8% of our Year 6 children could perform a safe self-rescue when our local area has several bodies of water.

Your objective: Ensure all children have the opportunity to attend an external event – competition or developmental based on their needs.



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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 ensure that all children have the opportunity to attend an external event – competition or developmental, based on their needs. <i>5. Increasing participation in competitive sport</i>	Ensure that RESSP events are attended to the best of our ability (target 70%). Ensuring children are appropriately prepared for events and events are chosen based on the needs of participants. Galileo Trust Events	Children feel a sense of achievement and accomplishment from participating in events that match their needs. By selecting events based on the needs of pupils, help to encourage those who would not normally participate. Children with SEND, low confidence or high ability have meaningful chances to succeed at their own level with events specifically selected to target their needs. Attending external events will give children the experiences of physical activity outside of the school environment and promote enjoyment and desire.	Pupil voice School Games Mark RESSP Event feedback Feedback from staff accompanying children at events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Every class (Reception – Year 6) have attended at least 1 RESSP external event this year – feedback from children and adults is positive and children are visibly excited to attend RESSP external events and always have positive feedback when they return. Children have been able to engage in both competition and developmental events based on their needs and children have flourished at external events and have positive experiences.	Yes Attending a range of external sports events and tailoring the events according to the needs of the children promotes deep-rooted enjoyment in physical activity for all, thus promoting improved physical literacy, increased cultural capital and provide children with real-world application of skills learned in PE lessons.	We attended 57% of RESSP events this academic year. Including festivals, competitions, developmental and transition based. We would like to continue to develop to reach our target of 70%. In addition to RESSP events, we attended external Galileo Trust Basketball events (girls and boys) and Football Competitions (girls and boys). All children enjoyed competing and had a positive experience.	RESSP membership: £5000 Transport to external events cost: £2200

Your objective: To develop physical literacy



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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 develop the physical literacy of children. <i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i>	Yoga sessions throughout the academic year from Reception – Year 6 – highlighting the importance of fundamental movement, relaxation and wellbeing. Fitness tracking – Skip2BFit & Box2BFit sessions every half term to promote enjoyment in physical activity, fitness levels and resilience. Top up swimming sessions for Year 4 and Year 5 children (curriculum in Year 3) to ensure water safety and swimming competence.	Increased physical activity in all lessons and lunchtimes and children choosing to be physically active. Improved motor skills, core strength, balance, wellbeing – yoga Improved endurance, resilience and enjoyment – Skip2BFit & Box2BFit. Improvement in swimming data.	Pupil voice Staff voice Observations of physical activity at lunchtimes. Observations of enjoyment in physical activity. Swimming data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	An improvement in fundamental movement, core strength, balance, resilience and enjoyment in physical activity – all components of physical literacy across KS1 & KS2. Observed mass participation in timetabled physical activity sessions and children choosing to participate in physical activity in their non-timetabled time.	Somewhat - Children in KS1 and KS2 show great levels of physical activity during the school day. However, 20% of our reception children in their EYFS Motor Competence Screening can not do 10 diagnostic criteria securely. Feedback from our Nursery teacher further stated that gross motor skills is an area that requires improvement, therefore, we would like to continue our yoga provision next academic year, targeting our EYFS provision to promote fundamental movement and physical literacy.	An increased number of children choosing to take part in yoga activities on a lunchtime, demonstrating skill retention beyond timetabled sessions. Yoga implemented into the classroom – with teachers incorporating yoga into their school day. Year 2 children choosing to purchase physical activity equipment with the money they raised. An improvement in swimming data (please see previous page).	Cost of Yoga: £4,760 Cost of Skip2BFit/Box2Bfit: £2550 Pedestrian Training: £120 Bikeability: £85 Reception Balance Bike training: £120 Cost of top up swimming: £2032

Your objective: To enhance staff knowledge and confidence in the delivery of yoga.



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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 and confidence in the delivery of yoga to promote fundamental movement skills and wellbeing amongst children. <i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Yoga sessions to be delivered from professional company Kalmalife from Reception to Year 6 across the academic year. Teachers to attend yoga lessons as CPD and record observations to build confidence to teach next academic year.	Teachers to attend yoga sessions with their class. Teachers to observe professional delivering the session and make observations. Teachers gain in confidence to deliver yoga lessons. Positive feedback from teachers.	Teachers attending yoga sessions. Notes teachers make during the session. Teachers will see the positive impact first hand that yoga has on the children.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Yoga sessions delivered from Reception to Year 6 throughout the academic year by Kalmalife. Teachers from each class attended yoga sessions throughout the year and recorded notes. Teachers saw the positive impact that yoga had on the children.	Yes Teachers have experienced a block of yoga sessions delivered by a professional and have recorded their observations. Teachers have the knowledge and the confidence to deliver yoga sessions next academic year. Teachers saw the positive impact yoga had on the children, therefore, the provision should be continued, led by teachers.	Notes recorded by teachers. Staff voice and feedback from sessions they observed. Observed teachers independently implementing yoga into their classroom as brain breaks or physical activity sessions.	Cost of yoga sessions (already mentioned previous page): £4,760

Your objective: To implement use of Complete PE Curriculum in school.



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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 use of Complete PE Curriculum in school. <i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.</i>	Cost and purchase Complete PE (by end of Autumn Term). PE Lead to deliver staff training – Autumn 1 half term. PE Lead to draft Complete PE Curriculum offering a range of Sport and Physical Activity to show progression and a broad and balanced curriculum. Cost and purchasing equipment to support Complete PE Curriculum delivery. <i>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</i>	Teachers to feel more confident when delivering PE lessons. Children to feel more confident when participating in PE lessons due to video examples shared on Complete PE. Enjoyment in PE lessons – boys, girls, SEND. PE lessons accessible to all and adapted to all abilities using the differentiated materials on Complete PE.	Staff voice Pupil voice Observations / learning walks
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The designed Complete PE Curriculum implemented across school with a positive impact by both children and staff. Mass participation in PE lessons (boys, girls, SEND) due to purchased equipment and Complete PE Curriculum lesson planning. Teachers feeling more confident when delivering PE and using the resources provided.	Yes Through the use of Complete PE, teachers are feeling more confident and comfortable to deliver a broad range of sport and physical activity as resources and CPD are readily available through Complete PE. Continue to explore Complete PE and use to co-create the offer of PE with the children, what do they want to see on their PE curriculum?	Staff voice indicates positive impact Complete PE has had on delivering PE lessons. Staff feel more confident using the videos to model and the differentiated resources. Sport's Leaders have used the resource cards to help deliver games/activities on a lunchtime which have been positively attended by boys, girls and SEND children. Learning walks / observations have shown staff confidently using Complete PE and children enjoying the lessons. Pupil voice shows enjoyment in PE lessons.	Cost of Complete PE: £416.67 Equipment cost: £391.08

Your objective: Develop opportunities / curricular for pupil voice in PE.



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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 continue to develop opportunities / curricular for pupil voice in PE. 2. <i>Increasing engagement of all pupils in regular physical activity and sporting activities</i> 3. <i>Raising the profile of PE and sport across the school, to support whole school improvement</i> 4. <i>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</i>	Through our continued use of the 'You said, we did' pupil voice element of our PE display. Through implementing the Complete PE curriculum tool into our school – what would children like to see on their PE curriculum? Through the Sports Leaders asking children what physical activity opportunities would they like to see in their lunchtime activities?	Increased pupil enjoyment in sport and physical activity due to feeling like they have been heard. Pupils actively share their thoughts and opinions with adults, promoting oracy and pupil voice in PE. Peer-to-peer coaching in PE lessons for children to be empowered by their voice to help others to achieve.	Pupil voice Staff voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	During lesson observations and learning walks, pupils feel confident and empowered to help one another through voice. We as a school have implemented pupil voice choices from our PE display such as new events at Sports Day and Skip2BFit every half term.	We will continue to encourage children to use their voice to express their thoughts and opinions about PE in our school. We will continue to provide opportunities for pupil voice in PE curricular and enrichment opportunities. We will continue to use our Sports Leaders as a tool to empower pupil voice in Sport and Physical Activity.	During lesson observations and learning walks, pupils are given opportunities to use their voice to help others or coach others. Implemented activities from the 'you said, we did' pupil voice opportunity on the PE display. Sports Leaders were taking into account the voice of others and creating their own games/activities according to pupil voice.	N/A

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