



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



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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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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	All pupils from Year 4 engaged with the swimming lessons and participated in 6 weeks of swimming lessons. The lessons were differentiated into groups in which all children made some progress (PE leads to review the level of progress made over 6 weeks and potentially move to 12 weeks).	While the target of all children swimming 25 meters by the end of Key Stage 2 has not yet been fully met, progress has been made through increased access to swimming lessons and targeted support for less confident swimmers. To ensure sustainability, the school is reviewing and adapting its swimming provision— such as offering top-up sessions. We will continue tracking children's progress to ensure children who need the additional support are receiving it.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Some children had the opportunity to develop effective swimming in a range of strokes and were challenged to swim 25m using a range of strokes.	Many children are still struggling to master the basic mechanics behind an effective stroke, therefore more time needs to be spent on kicking, arm strokes and breathing.
3. Perform safe self-rescue in different water-based situations	More confident swimmers had the opportunity to perform self rescue techniques. This was performed at a range of different depths in the pool. Lots of children engaged with retrieval activities in the pool, for example retrieving equipment from the bottom of the pool.	Although some children were able to retrieve items from deeper parts of the pool, many child lack the basic mechanics of swimming to be able to retrieve equipment from water levels above their own head.

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	External agencies have provided CPD to HLTAs, new staff and unqualified teachers. Teachers to asked for support from P.E lead with areas that are least confident in. The PE organised for an external agency to teach model PE lessons for HLTAs, untrained teachers and teachers to observe good practice so that teachers are able to deliver high quality PE lessons.	Gaps in knowledge and expertise from teachers had limited the delivery of quality PE lessons, therefore the external agency brought into school is still be used to act as ongoing CPD for staff.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The provision in school for all children to access 60 minutes of physical activity per day has improved, as a school we now offer: OPAL - Develop play opportunities at lunchtime, that encourage the children to be active Lunchtime football club, run by external agencies Brain breaks in class/ yoga Sensory circuits Wet play equipment – dart boards, speed stacking cups	80% of children in KS1 engaged in 60 active minutes per day, whether that be at break or lunchtime and during PE lessons. However, the percentage of children engaging in 60 active minutes per day in KS2 was lower, therefore the provision for activities at break and lunchtime for KS2 has been more tailored to engaging them.

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	As a school we celebrate any sporting achievement/participation on our school social media pages and school newsletters. KS2 have introduced play leads to support active play at break and lunch. Extracurricular clubs are broad and there is a wide range of different sports/activities that children can engage with after school.	Although there has been some limited acknowledgement on the newsletter and social media, it would be good for more information to go out to the school community regarding both in school participation and out of school participation.
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 PE curriculum is broad and balanced and offers a range of different sports and physical activities. 'Primary PE Planning' offers a comprehensive spiral curriculum that all pupils can engage with including SEND pupils.	The curriculum offers a wide range of sports and physical activities, however, the expertise of teachers does not allow for rapid progress to be made with children. As discussed in point 1, external agencies have been implemented to build teachers' expertise.
5. Increasing participation in competitive sport	More children are engaging in competitive competitions from both KS1 and KS2. - Highland games - Boccia/curling - Football The PE lead has planned to host a district Boccia/curling festival in school.	As as school we have entered into a range of different inter school competitions, however the PE team is looking into creating an intra school competition for all pupils in school to be able to engage in competition.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
For children to be active for up to 60 minutes a day.	The participation of KS2 child was lower than we would expect, therefore we hoped to increase engagement and participation.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil voice School council
For all children to reach the target of being able to swim 25 meters by the end of Key Stage 2.	65% of Year 6 children still cannot swim by the end of KS2, therefore we have planned for top up session in year 5 and 6 to supplement the 6 weeks of swimming in Year 4.	1. Swim competently, confidently and proficiently over a distance of at least 25 metres	End of Year 6 swimming assessment
Encourage staff to run more sporting clubs to prepare children for a broad range of competitions.	Although the curriculum has a broad variety of sports and physical activities, there is a lack opportunities for children to pursue their interest in a specific sport.	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	Extra curricular club time table Pupil voice
Observations and pupil voice to continue next academic year to support the progression of the subject.	To gain an understanding of teachers expertise and develop subject knowledge and pedagogy based on the outcomes of pupil voice and observations as there are some gaps in knowledge from staff.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Observation feedback Pupil voice
Use the sports grant to provide more sporting equipment that can be used for OPAL.	To allow more pupils to engaged with 60 active minutes per day in both break and lunchtime as KS2 pupils have not been as engaged as KS1 pupils.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil voice

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*
 - Increasing participation in competitive sport*

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	All children from Year 4 participated in 6 weeks of swimming sessions. All children were given the opportunity to make rapid progress through professional swimming teachers input. 75% of Year 6 pupils were able to complete 25m.	31% of the Year 4 cohort were able to swimming 25 meters independently. Therefore top up sessions will be needed for pupils who did not achieve 25 meters next year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Swimming teachers gave pupils the chance to show a range of strokes and many pupils made good progress when swimming either on their front or back. 62% of Year 6 pupils were able to swim using a range of strokes	Although progress was made with most pupils, even fewer than 31% were able to swim 25 meters using a range of strokes.
3. Perform safe self-rescue in different water-based situations	Sessions in the pool incorporated elements of retrieval exercises from the pool and some children were very confident when diving under the water. 55% of Year 6 pupils were able to perform self-rescue techniques in the water.	More time was needed on these activities as the majority of the lessons was spent on developing stroke technique and kicking.

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)	Improve staff confidence and ability to teach and assess PE through CPD.	Sports coaches to come in and deliver P.E. lesson with teachers present to support CPD.	Children to receive high quality P.E. lessons from outside agency. Teachers to observe and support the coaches as part of their CPD.	Teacher voice / Catch ups. Learning walks
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	While teacher subject knowledge has developed this year, this growth has not been uniform across the school. Consequently, we are restructuring our Continuing Professional Development (CPD) provision for the upcoming academic year. The school will move away from utilising external sports coaches for teacher training; instead, we will implement bespoke CPD sessions designed specifically to upskill staff in delivering the Primary PE curriculum effectively.	Adjustments to the Sports Premium funding have necessitated a revision of our PE-related CPD provision. Moving forward, we will utilise tailored professional development to upskill staff in the delivery of the PE curriculum. Additionally, we will implement whole-school evaluation opportunities to identify and target specific areas where staff subject knowledge can be further enhanced.	Staff voice has allowed us to understand the gaps in knowledge from staff and means that we can now plan CPD next year to support teachers to deliver high quality PE lessons. Sports coaches have somewhat allowed staff to understand pedagogy around PE and this will be applied during PE lessons next year. The CPD we have planned for next year will allow us to further boost the confidence of staff.	£1000

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To provide our pupils with an enriched, inclusive curriculum that is adapted to the needs of every child.	Ensure that new equipment / resources are available for new activities the children request. Coaches and teachers have access to the planning tools if needed. Adaptations to SEND pupils are present in lessons.	Children to express their interest of Sports what they enjoy and what they'd like to do (e.g. through clubs). Children can use precise vocabulary when explaining concepts in a range of PESSPA.	Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	We have taken targeted steps this year to adapt our curriculum to meet the diverse needs of all pupils, and this remains an ongoing area of focus and development for the school. Notably, students have had the opportunity to experience an enriched range of alternative sports and physical activities, such as Boccia, curling, dragonball, and rapid fire cricket. Consequently, this broad, balanced, and adapted curriculum has successfully driven an increase in student confidence and engagement.	The school will continue utilising the Primary PE Planning curriculum next year, as it consistently provides a diverse range of opportunities and allows for flexible adaptations to meet all pupils' needs. Looking ahead, we aim to sustain and expand competitive PE opportunities specifically tailored for our SEND and least active pupils to ensure continued inclusivity.	Pupil voice Primary PE Planning	£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)	Improved Swimming provision, to not only deliver National Curriculum swimming expectations but to enhance those pupils already meeting these.	Raise attainment in swimming so that all children can swim 25m by the end of Y6. Log who can and can't swim the 25m in both year 4 and year 5.	That all children can swim 25m by the end of year 6.	End of term assessment in: Year 4 - Term 1 Year 5 - Term 2 Year 6 - Term 3
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	This year, a six-week block of swimming lessons was provided for Year 4. While this initiative yielded positive results—with several children making notable progress—a more extended provision would be highly beneficial to secure long-term proficiency. Furthermore, due to the conclusion of Sports Premium funding, the school is currently unable to offer top-up sessions for Year 5 and 6 pupils who have not yet met the 25-metre national curriculum standard.	Following recent changes to PE funding, we have carefully prioritised our budget to allocate swimming provision exclusively to Year 4 pupils. As we are no longer able to offer historical top-up sessions, it is vital that this targeted six-week block is optimised to facilitate maximum progress and achievement for all participating children.	End of year swimming data (see swimming and water safety section).	£1000

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To promote physical activity throughout the day and provide extra-curricular opportunities (Sports events)	Ensuring that children are active for 60 minutes a day – provide ideas / tools that teachers can use. Ensure that there are a broad range of activities after school for children to access.	Children to be completing brain breaks throughout their school day. Complete active, mindful tasks at the end of the day. Check audits of who has attended sports events / clubs both internal / external.	Staff questionnaire. Pupil Voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Daily Active Play: Engagement levels have increased consistently over the course of the year. The implementation of the OPAL initiative has successfully broadened access to physical activity, ensuring more children are active during break times. Extracurricular Clubs: To further foster a love for sport, the school has offered an expanded range of both lunchtime and after-school clubs catering to various interests and abilities. Competitive Opportunities: School representation has also strengthened. A higher volume of pupils have participated in interschool competitions this year, providing them with valuable opportunities to represent the school community in external sporting events.	Looking ahead to next year, the primary adjustment will be to our lunchtime provision, as external Sports Coaches will no longer be facilitating these sessions. However, utilizing the structure and framework of the OPAL programme, lunchtime staff will step in to deliver a diverse range of physical activities and sports, including football, hockey, tennis, and dance.	School OPAL plan. School Games register of competitions Extra curricular club registers.	£1500

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