

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.

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	Swimming lessons were delivered successfully to all Year 6 pupils through a structured programme led by qualified swimming instructors. Targeted support was provided through the deployment of an additional teacher, enabling disadvantaged pupils to receive greater individual support and make strong progress. Appropriate adaptations and support strategies ensured pupils with SEND could access and participate fully in lessons. Pupils demonstrated increased confidence in the water throughout the programme. Evidence: 78% (47 out of 60 pupils) were able to swim at least 25 metres unaided by the end of Year 6.	The size of the swimming pool limited opportunities for extended swimming distances and reduced flexibility in lesson organisation. Transport costs impacted the school's ability to provide additional swimming sessions for pupils requiring further intervention. Despite targeted support, 22% of pupils did not achieve the 25-metre standard by the end of the programme. Evidence: 13 pupils did not meet the expected standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils were taught and assessed in a range of swimming strokes, including front crawl, backstroke and breaststroke. Additional adult support enabled disadvantaged pupils to receive focused feedback and coaching. Adaptations for pupils with SEND supported full participation and progress. Many pupils demonstrated increasing proficiency and confidence across a range of strokes during the programme. Evidence: 63% (38 out of 60 pupils) could use a range of strokes effectively by the end of Year 6.	Whilst many pupils achieved the 25-metre standard, a smaller proportion demonstrated competence across a range of strokes. Limited pool space restricted opportunities for extended practice and refinement of stroke technique. Additional swimming opportunities were not always possible due to transport costs and available curriculum time. Evidence: 37% of pupils required further development in stroke technique and application.
3. Perform safe self-rescue in different water-based situations	Water safety and self-rescue were embedded throughout the swimming programme. Pupils developed an understanding of water hazards, personal safety and appropriate self-rescue techniques. Teaching was adapted to ensure pupils with SEND could access learning and develop confidence in water safety situations. The use of additional staffing supported vulnerable and disadvantaged pupils in developing their understanding and confidence. Evidence: 78% (47 out of 60 pupils) were able to perform safe self-rescue in different water-based situations.	Limited pool facilities restricted some practical opportunities to simulate a wider range of water safety scenarios. Some pupils lacked the confidence required to demonstrate self-rescue techniques independently. The cost of transport reduced opportunities for additional water safety sessions for pupils requiring further practice. Evidence: 22% of pupils required further support to achieve the expected standard.

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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 accessed professional development opportunities to improve curriculum knowledge and confidence in delivering high-quality PE lessons. PE subject leadership supported teachers with planning, assessment and curriculum delivery, ensuring greater consistency across year groups. Specialist coaching worked alongside staff to model effective teaching strategies and increase teacher confidence in delivering a broad range of activities. Training and adaptations were provided to support inclusion, enabling staff to meet the needs of pupils with SEND within PE lessons. Staff feedback demonstrated increased confidence in the delivery of PE and physical activity opportunities.	Variability remains in staff confidence across some aspects of PE, particularly in less frequently taught sports and activities. Staff absence and competing school improvement priorities limited opportunities for all staff to access CPD. Further training is required to strengthen assessment practices and ensure progression is consistently identified across all year groups.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A wide range of sporting and physical activity opportunities were offered both during and beyond the school day. Participation in clubs, competitions and festivals increased opportunities for pupils of all abilities to engage in physical activity. Targeted support was provided to ensure disadvantaged pupils and pupils with SEND could access activities and clubs. The school continued to promote active playtimes and physically active learning opportunities, contributing to increased daily activity levels. Pupils reported positive attitudes towards PE and sport through pupil voice activities, with high levels of enjoyment and engagement.	Participation in some extra-curricular activities was lower among a small number of disadvantaged pupils due to barriers such as transport, competing commitments and attendance. Some pupils remained reluctant to participate in competitive sporting activities and required additional encouragement and support. Rising costs associated with transport and external providers limited the number of opportunities that could be offered throughout the year. Further work is needed to ensure all pupil groups participate equally in clubs, competitions and leadership opportunities.

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 maintained a high profile across the school through assemblies, celebration events, competitions and sporting achievements being shared with pupils and families. Participation in sporting events supported the school's wider aims of developing resilience, teamwork, confidence and leadership. PE contributed positively to attendance, behaviour and pupil engagement, particularly for some vulnerable pupils. Successes were shared through newsletters, social media and the school website, helping to promote healthy lifestyles and positive attitudes towards physical activity. Opportunities for pupils to represent the school increased pride and strengthened links with the wider community.	Some sporting achievements and opportunities could have been promoted more consistently across the year. Competing school improvement priorities occasionally reduced opportunities to further develop pupil leadership roles within PE. Parent engagement in some sporting events was lower than anticipated. Further work is needed to embed pupil leadership opportunities and ensure PE has an even greater impact on whole-school development.
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	A broad range of sports and physical activities was offered throughout the year, ensuring pupils experienced activities beyond the National Curriculum. Clubs and sporting opportunities were made available to boys and girls equally, promoting inclusion and participation. Reasonable adjustments and targeted support enabled pupils with SEND to access activities successfully. Additional support was provided where necessary to remove barriers for disadvantaged pupils. Pupil voice demonstrated positive attitudes towards the variety of sports available and increased willingness to try new activities.	Transport and external provider costs limited the number of enrichment opportunities available. Some clubs reached capacity quickly, preventing all interested pupils from attending. Participation rates between pupil groups require further monitoring to ensure complete equity of access. Some pupils remained reluctant to engage in unfamiliar sporting activities and required additional encouragement.
5. Increasing participation in competitive sport	Pupils participated in a range of inter-school competitions and festivals throughout the academic year. Competitive opportunities were provided for pupils of differing abilities, ensuring broad participation rather than focusing solely on performance. Participation helped pupils develop teamwork, resilience, sportsmanship and confidence. Disadvantaged pupils and pupils with SEND were supported to access competitive events wherever appropriate. Positive pupil feedback indicated high levels of enjoyment and increased enthusiasm for representing the school.	Rising transport costs reduced the number of competitions that could be attended. Some events were oversubscribed, limiting participation opportunities for all interested pupils. Scheduling challenges occasionally affected attendance at competitions. Further opportunities are needed to increase participation among less confident pupils and those who do not traditionally engage in competitive sport.

Aims for the next academic year (2025/2026)



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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	Continue delivery of high-quality swimming lessons for all Year 6 pupils. Identify non-swimmers early and provide targeted catch-up sessions, prioritising disadvantaged pupils and pupils with SEND. Monitor progress termly with swimming provider assessments. Success measure: increase the proportion of pupils achieving 25m by the end of KS2.	Limited lesson time and varying starting points may impact progress. Additional intervention sessions and close tracking of pupils below expected standard will help accelerate progress.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Strengthen teaching of stroke technique through progressive instruction and targeted coaching. Ensure pupils experience and develop confidence using a range of recognised strokes. Success measure: increased percentage of pupils demonstrating competence across multiple strokes.	Some pupils develop confidence in one stroke only. Instructors will provide differentiated support and additional practice opportunities to broaden stroke proficiency.
3. Perform safe self-rescue in different water-based situations	Further develop pupils' understanding of water safety, self-rescue techniques and risk awareness. Integrate water safety education into swimming lessons and wider curriculum opportunities where appropriate. Success measure: all pupils can explain and demonstrate age-appropriate self-rescue strategies.	Limited opportunities to replicate a range of real-life water environments. Focus will be placed on practical demonstrations, discussion of scenarios and reinforcement of key safety messages.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Increase the percentage of pupils achieving the National Curriculum swimming requirements by the end of Year 6.	Current outcomes show that 78% of pupils can swim 25m and perform self-rescue, leaving a significant minority below the expected standard.	Key Area 2 and 4	47 of 60 pupils met the 25m expectation. Pool size and transport costs limited opportunities for additional intervention.
Develop staff confidence and expertise in delivering high-quality PE across all year groups.	Consistent teaching will further improve pupil outcomes and engagement in physical activity.	Key Area 1	Staff CPD and coaching support have had a positive impact but further development is required to embed best practice across the school.
Increase participation in extracurricular clubs and competitive sport, particularly for disadvantaged pupils and pupils with SEND.	All pupils should have equitable access to physical activity and sporting opportunities.	Key Area 2 and 5	Additional staffing has improved inclusion, but barriers relating to transport, attendance and confidence remain for some pupils.
Broaden the range of sports and physical activities available to pupils.	Exposure to a wider variety of activities increases engagement and helps pupils develop lifelong participation in physical activity.	Key Area 4	Pupil voice indicates strong engagement with PE and opportunities to experience new sports should be expanded further.
Strengthen the profile of PE, physical activity and healthy lifestyles across the school community.	Promoting healthy lifestyles supports physical and mental wellbeing and contributes to whole-school improvement priorities.	Key Area 3	PE already has a positive profile within school. Further opportunities for pupil leadership, celebration and parental engagement should be developed.

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	Increase the percentage of Year 6 pupils who meet the National Curriculum swimming requirements. Improve confidence, stroke proficiency and water safety knowledge, particularly for disadvantaged pupils, pupils with SEND and weaker swimmers.	Continue annual swimming provision for all Year 6 pupils. Identify non-swimmers and less confident swimmers early and provide targeted intervention. Deploy additional adults to support disadvantaged pupils and pupils with SEND. Monitor progress throughout the programme and liaise regularly with swimming instructors. Explore opportunities for additional swimming sessions where funding allows.	Increased percentage of pupils able to swim 25 metres. Increased percentage of pupils confidently using a range of strokes. Improved self-rescue and water safety outcomes. Reduced attainment gap between vulnerable pupils and their peers. Greater pupil confidence in water-based activities.	2024/25 outcomes: 78% achieved 25 metres. 63% used a range of strokes effectively. 78% achieved safe self-rescue. - School assessment data. - Swimming instructor assessments. - Pupil voices
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased proportion of pupils meeting National Curriculum expectations in swimming. Improved confidence and participation among vulnerable groups. More pupils demonstrating competency across multiple swimming strokes.	Established annual swimming programme. Strong links with swimming providers. Ongoing monitoring systems identify pupils requiring intervention. Staff have improved understanding of barriers affecting participation and inclusion.	End-of-year swimming assessments. Comparison with 2024/25 baseline data. Pupil surveys and instructor feedback. Participation records for disadvantaged pupils and pupils with SEND.	Swimming lessons: £1,080 Transport: £1,360

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	Increase staff confidence, subject knowledge and pedagogical expertise in the delivery of high-quality PE. Ensure pupils receive a consistently high-quality PE curriculum regardless of class or year group. Strengthen inclusive practice to support disadvantaged pupils and pupils with SEND.	Provide CPD opportunities through external providers, local networks and PE specialists. Facilitate team-teaching and coaching opportunities where teachers work alongside specialist coaches. Conduct monitoring activities including lesson visits, pupil voice and planning scrutiny. Share effective practice across the school and provide targeted support where required. Develop staff understanding of adaptations, assessment and progression within PE.	Improved teacher confidence in planning, teaching and assessing PE. Greater consistency in PE provision across all year groups. Improved pupil engagement, participation and progress. Higher quality adaptive teaching enabling all pupils, including SEND pupils, to access learning successfully. Sustainable improvement in teaching through increased staff expertise.	Staff voice identifies areas for development and training priorities. PE monitoring highlights strengths and areas requiring further support. Pupil voice demonstrates positive attitudes towards PE lessons. Lesson observations show increasing consistency in teaching approaches. School development priorities identify PE provision as a key area for ongoing improvement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff report increased confidence and competence in delivering PE. Greater consistency in lesson structure, expectations and assessment across the school. Increased pupil engagement and participation in PE lessons. Improved provision for disadvantaged pupils and pupils with SEND through more effective adaptations. Positive outcomes evident through monitoring activities and pupil feedback.	Staff knowledge and expertise remain within the school workforce. Resources, planning documents and assessment systems support continued development. Ongoing monitoring and subject leadership maintain high expectations. Strong relationships with specialist coaches and external providers can continue to support future development. CPD materials and best practice can be shared with new staff.	Staff questionnaires and CPD evaluations. Lesson observations and learning walks. PE subject leader monitoring records. Pupil voice and participation data. Assessment information and curriculum monitoring outcomes.	- Specialist coaching support: £4,750 - Staff CPD and training courses: £2250

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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 participation in regular physical activity across the school, ensuring all pupils, including disadvantaged pupils and pupils with SEND, engage in active lifestyles and access sporting opportunities.	Continue to provide a range of extracurricular clubs and physical activity opportunities. Develop active playtimes through the provision of equipment and structured activities. Monitor participation rates and target underrepresented groups. Provide financial and pastoral support where required to remove barriers for disadvantaged pupils. Ensure activities are adapted appropriately to support pupils with SEND. Promote physical activity through assemblies, challenges and whole-school events.	Increased participation in clubs and physical activities. Higher levels of physical activity throughout the school day. Improved pupil wellbeing, confidence and engagement. Greater participation from disadvantaged pupils and pupils with SEND. Positive attitudes towards healthy lifestyles and physical activity.	- Club registers and participation data. - Pupil voice surveys. - SEND and disadvantaged pupil participation records. - Behaviour and attendance data where appropriate. - Staff observations of engagement during lessons and playtimes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased numbers of pupils regularly participating in physical activity opportunities. Improved engagement and enjoyment in PE and sport. Increased participation from previously less active pupils. Greater confidence and social interaction among targeted pupils. Positive feedback from pupils and families.	Physical activity opportunities are embedded within school routines. Staff are confident in delivering active play and promoting participation. Equipment purchased can continue to be used in future years. Monitoring systems allow continued tracking of participation and engagement. Established clubs and partnerships provide ongoing opportunities.	- Club attendance registers. - Pupil and parent surveys. - Playtime observations. - Participation analysis for SEND and disadvantaged pupils. - PE subject leader monitoring records.	- Playtime equipment: £1,500 - Club provision and coaching: £3,500

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)	To provide a broader range of inclusive sporting and physical activity opportunities that engage all pupils, particularly girls, disadvantaged pupils, inactive pupils and pupils with SEND, increasing participation and enjoyment in physical activity.	Introduce new sports and physical activities through curriculum lessons, clubs and enrichment opportunities. Work with external providers to offer activities beyond traditional team sports. Develop targeted clubs for girls, disadvantaged pupils and pupils with SEND. Use pupil voice to identify activities pupils would like to access. Ensure the Enhanced Provision pupils are fully included through adaptive activities and appropriate support. Promote activities through assemblies, newsletters and enrichment events.	Increased participation in clubs and extracurricular activities. Greater engagement from pupils who do not traditionally participate in sport. Improved confidence, wellbeing and enjoyment of physical activity. More girls, disadvantaged pupils and pupils with SEND accessing physical activity opportunities. Increased physical literacy and skill development across the school.	- Club attendance registers. - Participation data for key groups - Pupil voice surveys - Staff observations - Registers for enrichment events and festivals.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased participation across a wider range of sporting opportunities. Improved engagement from targeted groups. Positive pupil feedback regarding the variety of activities available. More pupils participating in extracurricular provision.	New activities have been embedded within the school's enrichment offer. Staff have developed confidence in delivering a broader curriculum. Equipment purchased can be used for future cohorts. Partnerships with local providers can continue to support delivery.	- Participation data. - Club registers. - Pupil voice outcomes. - Monitoring records.	- Extracurricular opportunities: £3,375 - Equipment & resources: £920 - Membership & subscriptions: £1,095 - SGO activities: £1,170 - External competitions: £780