





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 2025/26.
- 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 (2025/2026)

- 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	52% of children were able to swim competently, confidently and proficiently over a distance of at least 25m. These included both genders, SEND and disadvantage pupils.	48% of the cohort were unable to swim competently, confidently and proficiently over a distance of at least 25m. It was advised by the swimming instructors that these children attend a club after school to help them progress in swimming at least over 25m.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	52% of children were able to use a range of strokes effectively including: front crawl, backstroke and backstroke. These included both genders, SEND and disadvantage pupils.	48% of the cohort were unable to perform a range of strokes, however they could show progress in their swimming. It was advised by the swimming instructors that these children attend a club after school to help them progress in the different strokes.
3. Perform safe self-rescue in different water-based situations	All children in the cohort were able to perform safe self -rescue in different water based situations. They can use these skills outside of a school setting and have these skills for life long. These included both genders, SEND and disadvantage pupils.	N/A as 100% achieved this.

Review of the last academic year (2024/2025)

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	**PE Curriculum -** Renew 'Get Set 4 PE' membership (whole school PE scheme of work & other PE related resources) **Staff CPD -** Teachers to increase understanding and confidence with effective pedagogy of teaching PE from Sports specialists and PE Lead. External professionals brought in to provide extra CPD. PE mentoring for ECTs from Sports Specialists. **Subject Lead PE Conference course -** CPD for PE Lead - updating knowledge and practise for PE and sharing during INSETS. **PE Subject release time** Quality of Education for PE to be monitored and improved. PE lead provides ongoing support as and when necessary	N/A as all staff aware of the PE scheme we use and follow. Not all ECT's have had the opportunity to have CPD as we are only at the start of the year. They will have an allocated slot through the academic year. Conference only once a year so any new knowledge will not be shared until after the conference, however any updates on PE are given during INSETS which are held every Monday evening.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	**Personal Best lunchtime PE -** Young leaders running daily PE activities to help raise the profile of PE and encourage children to be physically active during their lunch times. **Lunchtime clubs -** chosen related to future internal and external competitions to develop key skills and knowledge **PE interventions** - A variety of different ability children took part in PE interventions which was delivered by our specialist sports coaches.	N/A - most children had the experience of taking part in a young leaders lunchtime activity. A wide range of children throughout the year were able to have the opportunity to take in extra PE lessons and found this fun and helpful.

Review of the last academic year (2024/2025)

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	**Whole school PE assemblies -** Personal Best children helping lead a PE assembly based on National Schools Week and sports that are are on offer during break and lunchtime for all children to participate in. **Personal Best lunchtime PE -** Young leaders running daily PE activities to help raise the profile of PE and encourage children to be physically active during their lunch times.	NA/ • Playground behavioral incidents reduced during lunchtime. • Leaders build transferable social and communication skills
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	**PE interventions** - A variety of different ability children took part in PE interventions which was delivered by our specialist sports coaches. **Lunch time PE clubs** - Offered to all children of different ability.	NA/ All children enjoyed the extra PE lessons.
5. Increasing participation in competitive sport	**End of half term/ term competitions -** All children took part in competitions throughout the year in a range of different sports. **Outside of school PE competitions** - A variety of different ability children took part in a range of PE competitions and achieving success!	NA/ 15 Sports Leaders trained to independently referee during lunch time competitions.

Aims for the next academic year (2025/2026)

- 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

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	51% of the Year 6 cohort could swim competently, confidently and proficiently over a distance of at least 25 metres.	NA/ 49% of the Year 6 cohort could perform swimming competently of 25 metres.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	50% of the Year 6 cohort could use a range of strokes effectively.	NA/ Only 50% of the Year 6 cohort could use a range of strokes.
3. Perform safe self-rescue in different water-based situations	100% of the Year 6 cohort could perform safe self rescue.	NA/ **78%** of Year 6 cohort achieved independent, calm floating from an unexpected entry.

Plan, monitor and evaluate (2025/2026)

- 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

Plan, monitor and evaluate (2025/2026)

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	A large number of Year 5 children have applied for the roles of Sports leader next term. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and the majority pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: -	Physical Resources - £1000 CPD for staff - £500 Outdoor play provision improvement - £8000

Your objective:

	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)	PE lunchtime clubs to increase sports participation from all children. **Healthy Living Club** (Change 4 Life club) Children can play fun and active games, working on social skills such as communication and collaboration and discussing how to lead a healthy, active lifestyle.	Delivered by a specialist sports coach weekly to those children identified by staff. All groups have the opportunity to take part and year groups are changed every half term.	Children now have a clear understanding on how to lead a healthy and active lifestyle by being more active and making positive food swaps.	PE Lead monitors regularly.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Numbers of negative behaviour incidents have decreased due to children being more involved and more on task. Extremely positive feedback from children who undertook the role and were keen to train any children for the following year.	Yes, it is a continual programme from year to year with regular training.	Recognition - achieving the Gold Games Award for the second year running	Add text here

Your objective:

	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)	**PE Curriculum** Renew 'Get Set 4 PE' membership (whole school PE scheme of work & other PE related resources)	PE lessons are taught every week, with 2 sessions per week. We follow the Get Set 4 PE programme which all staff have had training on so they know how to deliver a high quality PE lesson.	Pupils have had the opportunity to take part in a range of sporting activities. Pupil survey carried out highlights that children are happy during PE lessons and excited to take part in all the different sports and activities we offer at school.	PE Lead to monitor regularly. Meetings with Premier sport/ observations carried out.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Increased quality of PE delivery - all teaching staff received training on the Get set for PE scheme, ensuring clear understanding and delivery of high - quality PE lessons alongside the PE coaches. Broader access to sporting activities - pupils were given consistent opportunities to participate in a wider range of sports and physical activities.	All teaching staff have received baseline training on the *Get Set 4 PE* scheme, establishing shared pedagogical understanding and consistent lesson structure across all year groups. Continuous access to the *Get Set 4 PE* platform and updated lesson plans requires maintaining the yearly subscription cost. Future sustainability depends on delivering CPD and training on the scheme to new staff and ECTs as team turnover occurs.	The PE Lead monitors delivery on a regular basis. Meetings are conducted with Premier Sport. Formal lesson observations are carried out to assess teaching and pupil participation.	Get Set 4 PE - £355.20

Your objective:

	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)	**Golden Mile** Increase fitness and activity levels of all children in the school / encourage competition against own personal best.	Children take part in the Golden Mile twice a week and track it using their own tracker.	Children have been exposed to more physical activity during their school day. Tracking their results was a fun way for the children to recognise success.	Children enjoying being outside, becoming healthier and fitter.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Children have been exposed to more physical activity throughout their school day. Pupils often undertake the mile independently during lunchtime. Tracking their results provided a fun way for children to recognise success, enjoy being outside, and become healthier and fitter.	Yes - children often undertake the mile independently at lunch time	Increased participation	N/A

Your objective:

	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)	**Personal Best Champions** Year 5 and 6 children offer to help during break and lunchtime to engage others to take part in different physical activities/ exercises. High expectations of the children and they are aware that they need to perform at the best of their ability.	This takes place weekly during break times and lunchtimes.	The Subject Lead has worked with the Year 5 and 6 children and has provided training for them in order for the pupils to lead physical activities during break and lunchtimes. These children now feel more confident and competent. They are now able to encourage, support and enlist their peers to participate during break and lunchtime. They have also been awarded with certificates to indicate their recognition of hard work and carrying out their duties.	Children have training throughout the year from the PE Lead and Premier sport.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Developed great team work and children work in the role of coaches to develop the leadership positions within the school. The support that children are showing each other has been amazing and has strengthened any teamwork	Yes, constant CPD being developed and pupil voice is very positive.	Add text here	**Included in Premier and External competitions Competitions - approx £500**

Your objective:

	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)	**PE interventions** Provide PE interventions for the identified vulnerable children with different foci: e.g. agility, balance, coordination, communication, listening, team work, confidence, fairness, respect and social skills.	Selected groups of children to have the opportunity to take part in more physical activity throughout their school day with a focus (including PP, SEND and vulnerable chn)	Children's skills have improved as observed by staff and through pupil voice. The children have worked on a range of skills such as: Sportsmanship, Communication, Fairplay and Teamwork. Positive impact on less enthusiastic children who have become more confident and also willing to participate more.	PE Lead has regular meetings with Premier sport and class teachers to see if the PE interventions are making a difference and having an impact for the children.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Children's physical and motor skills (agility, balance, and coordination) improved as observed by staff and recorded through pupil voice. Pupils developed key life and sporting skills, including sportsmanship, communication, fair play, and teamwork. The targeted support had a noticeably positive impact on less enthusiastic children, helping them become more confident and more willing to participate in physical activities.	Regular ongoing progress meetings between the PE Lead, Premier Sport, and class teachers ensure the interventions remain responsive to pupil needs. Building fundamental motor, communication, and teamwork skills gives vulnerable, SEND, and PP pupils foundational capabilities that support long-term participation in physical activity.	Feedback from staff observations and pupil responses confirming physical skill development. Recorded progress in key interpersonal and sporting values, including sportsmanship, communication, fair play, and teamwork. Demonstrated growth in confidence and active participation among previously less enthusiastic pupils. egular progress meetings held between the PE Lead, Premier Sport, and class teachers to evaluate intervention efficacy.	£6232

Your objective:

	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)	Smooga rotation: Equal access for both girls and boys during break and lunchtime.	Establishing a set Smooga rotation for all year groups, broken down into designated sessions for girls, boys, and mixed groups. Displaying and sharing the Smooga rota directly in classrooms so pupils are clearly aware of when their specific group has access. Utilizing School Meal Supervisory Assistants (SMSAs) to actively lead and oversee the sports sessions during break times and lunchtimes.	Equal opportunities for all children to play sport during lunchtimes To also raise the profile of PE across the school.	Children aware and have a rota of the smooga in their classrooms. SMSA's leading these sessions that happen.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Ensures equal access to dedicated sports space for both girls and boys during break times and lunchtimes. Raises the overall profile and engagement of physical education across the entire school. Establishes clear classroom rotas so pupils know when their year group and gender group (girls, boys, or mixed) have access to the Smooga. Active supervision and leading of sessions by SMSAs during break times.	Classroom rotas establish a fixed structure for girls, boys, and mixed access that can easily continue year after year. MSAs are trained and active in leading sessions, ensuring lunchtime play remains organized without relying solely on teaching staff. Setting expectations around equal access builds long-term pupil habits and positive engagement across all year groups.	The Smooga rota is clearly displayed and communicated across classrooms so all children are aware of when their group has access. School Meal Supervisory Assistants (SMSAs) actively lead and oversee the structured sports sessions taking place during break and lunchtime.	Add text here

Your objective:

	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)	**Staff CPD** Teachers to increase understanding and confidence with effective pedagogy of teaching PE. PE mentoring for ECTs	Subject Lead has delivered INSETs on how to deliver high quality PE lessons, the resources that staff can access on the Get Set 4 PE programme and observations have taken place for ECT's to help with their PE delivery skills. Premier Sport have delivered CPD for ECT's to gain a better understanding of PE and what a PE lesson should look like, providing their expertise.	Increased confidence and expertise from a range of teaching staff – progress has been made in PE for all learners witnessed by Sports Lead and Premier Staff who also deliver Sport CPD.	Staff feeling more confident when teaching PE/ observations taking place.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	All teaching staff gained a clearer understanding and greater confidence in delivering high-quality PE lessons alongside specialist sports coaches. Whole-school staff training ensured a shared pedagogical approach and consistent lesson structure across all year groups. Dedicated CPD and mentoring slots are allocated throughout the academic year to ensure Early Career Teachers build confidence in teaching PE.	Delivering INSETs empowers current staff with the pedagogical knowledge and resource familiarity to independently plan and execute high-quality PE lessons without reliance on external support. Combining Subject Lead observations with Premier Sport mentoring establishes a repeatable training framework for future new hires and Early Career Teachers. Staff training centers on the *Get Set 4 PE* platform, ensuring shared resources and consistent lesson structures remain embedded across all year groups long-term.	PE Lead and Premier Sport staff conduct regular lesson observations to track improvements in teacher delivery and pupil progress. Feedback collected from teaching staff and pupils confirms increased confidence and engagement during PE lessons. CPD logs and monitoring notes reflect the professional growth and improved expertise of ECTs and broader teaching staff.	£1080

Your objective:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	**Sports Day** For all chn to take part in competition.	A sports day in the summer term to celebrate competitive sport across the different houses.	Children value competitive sport, enjoy the event and share their achievements and celebration of sport with their parents and carers.	Runs yearly and children are aware of the event as they have practise sessions leading up to the event. Premier Sport also carry out a sports carousel weeks before as a small practice for all classes. Majority of the parents surveyed agreed the sports day was inclusive and celebrated all abilities equally.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate **(Complete in July)**	Ensured 100% of children across the school participated in competitive sporting events. Pupils showed high levels of engagement and positive attitudes toward competing. Children applied key values such as sportsmanship, encouragement, and fair play during competitive activities.	Sports Day is an established, repeatable tradition in the summer term calendar, ensuring consistent year-on-year participation across all house groups. Utilizing the school's existing house structure embeds competitive sport into long-term school culture rather than treating it as a one-off activity. Training Year 5 and Year 6 Sports Leaders to help organize, manage, and referee events builds ongoing student capacity to support competitive events independently each year.	Children actively value competitive sports and demonstrate high levels of enjoyment during the event. Pupils share their sporting achievements and celebrate their participation alongside parents and carers. High levels of participation and sportsmanship across all house groups during the summer term event.	£100

Your objective:

	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)	**Intra-school competition**s Travel expenses for more chn to take part in inter-school competitions at a higher level. School sport competition fee.	The school have a minibus to allow children to attend competitions regularly.	Children were exposed to competitive sport and were able to compete against other schools in a range of sporting events. These events also allowed the children to show their love for PE and sport.	Pupil feedback/ training planned in for the events.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£500