





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

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

Useful Links:

- Complete the PE and sport premium expenditure reporting return - GOV.UK
- PE and sport premium for primary schools - GOV.UK
- PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK

Review of the last academic year (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

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	We had 57% of our pupils in year 6 able to swim at least 25 m Swimming assessments by Tiller Leisure Centre swimming instructors Year 6 boosters increased the number of children able to meet the target (18)	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	33% of all children were able to use a range of strokes	Add text here
3. Perform safe self-rescue in different water-based situations	57% were secure in this SEND children – 12 children across the school get swimming lesosns	Add text here

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 lead CPD sessions with staff Training and support session for teachers Organised additional sports coaches to work with teachers to provide CPD	Space in timetable but also in school to increase PE times
2. Increasing engagement of all pupils in regular physical activity and sporting activities	More inter and intra schools opportunities this year – based on SGO and PE lead working together Active breakfast club and lunchtime Daily mile across the school for EYFS – Year 6 After school club provisions – each term averages 20 / 25 clubs equivalent round 70 clubs per annum Increased girls participation	After school religious tutoring or academic tutoring have affected some club uptake

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	Parental workshops starting in Reception Staff of the week awards Sports leaders and sports council – pupil voice Active corridors Active learning – CPD and support for Sports lead – in curriculum active learning time	
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	Large number of clubs offered per term Accessible for every pupil Inclusive – no disparity between boys/girls ratio of uptake Pupil premium and SEND - in line with school data	
5. Increasing participation in competitive sport	SGP – intra school and inter school competitions – more of this per annum Hosting the SEND cluster sporting competitions Sustaining IOD cluster programme Links with Millwall Albion football club and platform cricket Junior NBA 3vs3	Add text here

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

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 meters	60 % of proficient swimmers More children able to swim 25 meters+ Booster classes	Parental preference that children do not swim – work to be done on the importance of swimming
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	40 % of children able	Getting children to swim 25 meters is priority so range of strokes less important but something to look into
3. Perform safe self-rescue in different water-based situations	60%	Add text here

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Increase pupil confident and participation in afterschool clubs and lunchtime clubs	To ensure all children have opportunities to engage in physical activity outside of PE hours. Children are more inactive now than ever – parent/pupil feedback	Increasing the participation of our girls in after school clubs and physical activity	Data from uptake of clubs Pupil surveys Activity tracker
Increase participation opportunities for SEND children	Getting more SEND children participating in competitive sessions Increase participation in PE lessons as lessons are focused to need	Hosting SEND competition in school Inclusive clubs SEND focused PE sessions for SEND provision unit to support to need and increase activity – allow for better participation	Data from competitions Increased fine and gross motor skills for SEND children Pupil voice – feedback
Maintain the range of activities offered and increase the number of club attendees	Remove the barriers to movement for our children – we want each child to have the opportunity to do more than they want do	PP/SEND/boy/girl – whole school target	Data and pupil feedback
Incoproate PE into other lessosn though cross curricular links in oterh learning	To create less sedentary lessons and to incorpoaret movmetn breask into classroom sessions	Dysregualted children Pupils whol learn better through movement	Staff feedback Pupil feedback Lesson observations

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

Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	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?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. 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 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Teacher training – all teachers confident to `enjoy teaching high-quality PE`

	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)	Ensure every teacher is confident, skilled and enjoys teaching high-quality PE, so that all pupils receive at least two hours of high-quality PE every week.	**Autumn 1:** Staff confidence survey (baseline) to identify individual CPD needs by teacher and PE area. **Autumn 1:** Timetable audit to guarantee every class has two hours of PE each week. **Termly:** Tailored CPD – team teaching/coaching alongside the PE lead or specialist coach, with the coach gradually stepping back so teachers lead independently. **Termly:** Staff meeting CPD on planning, assessment and adapting lessons for SEND pupils. **Ongoing:** Shared scheme of work, planning and resources for all teachers. **Spring/Summer:** Learning walks and lesson observations with supportive, developmental feedback.	All teachers report increased confidence and enjoyment in teaching PE. Consistently high-quality PE lessons across every year group. Every pupil receives two hours of PE per week. Improved pupil attainment and enjoyment in PE. CPD is sustainable – staff lead PE independently rather than relying on external coaches.	Staff confidence surveys (September baseline and July repeat). Pupil attainment data. Lesson observation reviews. Pupil voice. PE timetable.
	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	CPD / coaching: £ 1500 Resources / scheme of work: £ 2000

Objective 1 Increase the number of girls taking part in after-school clubs and lunchtime physical activity

	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 the number of girls taking part in after-school clubs and lunchtime physical activity, building on the 2025–26 evaluation which identified girls as the hardest group to engage.	**Autumn 1:** Baseline club attendance data by gender; set up activity tracker. **Autumn 1:** Girls' voice survey and focus groups with the least active girls to find out which activities they would enjoy and what stops them joining in. **Autumn 2:** Introduce girls-only or girl-led clubs and taster sessions chosen from pupil voice. **Autumn/Spring:** Recruit and train girls as activity leaders for younger children to build purpose and confidence (carried forward from 2025–26 audit). **Ongoing:** Activity leaders and midday supervisors actively invite and include girls at lunchtime, building on OPAL provision. **Spring:** Female role models – visiting athletes, coaches and staff. **Termly:** Share club offer and benefits with parents.	Increase in the number and percentage of girls attending at least one club. More girls observed being active at lunchtime. Girls report enjoying physical activity and feeling more confident. More girls in the activity leader team. Reduced gap between boys' and girls' participation.	Data from uptake of clubs (termly, by gender). Pupil surveys and focus groups. Activity tracker. Playground observations of the least active girls.
	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	Clubs / coaching: £2500 Equipment: £ 2500 Activity leader training: £TBC

Objective 2: Increase pupil confidence and participation in after-school and lunchtime

	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)	Give SEND pupils more opportunities to take part in competition, clubs and PE lessons that are adapted to their needs, and develop their fine and gross motor skills.	**Autumn 1:** Baseline fine and gross motor skills assessment for SEND pupils, working with the SENDCo. **Autumn:** Weekly SEND-focused PE sessions for the provision unit, planned around individual needs. **Autumn 2:** Launch inclusive club(s) with adapted equipment and activities (e.g. boccia, new age kurling, sensory circuits). **Spring/Summer:** Host a SEND competition in school, inviting local schools (liaise with School Games Organiser). **Ongoing:** Staff and TA CPD on adapting activities (e.g. STEP model). **Termly:** Accessible pupil voice (visuals/symbols) so SEND pupils shape activities, continuing 2025–26 practice.	More SEND pupils taking part in competitions and clubs. Measurable improvement in fine and gross motor skills. Increased participation and engagement in PE lessons. SEND pupils report enjoying PE and feel included. Staff confident to adapt activities for all needs.	Data from competitions (participation numbers). Fine and gross motor skills assessments (baseline and end of year). Club registers. Pupil voice – feedback.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				Clubs / coaching: £2000 Equipment: £1000 Activity leader training: £ (Phoenix)

Objective 2: Increase pupil confidence and participation in after-school and lunchtime clubsObjective

	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)	Maintain our broad range of clubs and activities while increasing the number of pupils attending, with a focus on reducing gaps between Pupil Premium, SEND, boys and girls.	**Autumn 1:** Audit current club offer and attendance, broken down by PP, SEND, boys and girls. **Autumn 1:** Identify pupils not attending any club and target personal invitations. **Ongoing:** Remove barriers – free or subsidised places for PP pupils, kit loans, and varied club times (before school, lunchtime, after school). **Termly:** Pupil voice to review and refresh the club offer. **Spring:** Develop links with local community clubs to provide pathways beyond school. **Ongoing:** Celebrate participation (assemblies, newsletters, certificates).	Range of activities maintained or increased. Overall club attendance increases across the whole school. Gaps in participation between PP, SEND, boys and girls narrow. Every child tries at least one new activity during the year. More pupils joining community clubs.	Club attendance data (termly, by group). Pupil feedback. Community club links and sign-ups.
	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	Subsidised places (PP): £ 8000 Clubs / coaching: £ 3000 Equipment / kit: £800

Objective 4: Maintain the range of activities offered and increase the number of club attendees

	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)	Reduce sedentary time in the classroom by building movement breaks and active learning into lessons across the curriculum, supporting regulation and engagement.	**Autumn 1:** Staff CPD on active learning (e.g. active maths, spelling and reading) and movement breaks. **Autumn 1:** Build a shared bank of movement break and active learning resources. **Autumn 2:** Every class uses daily movement breaks; teachers plan at least one active lesson per week. **Ongoing:** Work with the SENDCo to use movement to support dysregulated children (e.g. regulation breaks, sensory circuits). **Termly:** Share good practice in staff meetings. **Spring/Summer:** Lesson observations and learning walks to monitor use.	Lessons are less sedentary, with movement a routine part of the school day. mproved focus, behaviour and regulation, particularly for dysregulated pupils. Pupils who learn better through movement are more engaged. Staff routinely and confidently use active learning. Contributes to pupils achieving 30 active minutes during the school day.	Staff feedback. Pupil feedback. Lesson observations. Behaviour / regulation logs (where relevant).
	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	CPD: £ Resources: £

Objective 5: Incorporate PE into other lessons through cross-curricular links

	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)	Reduce sedentary time in the classroom by building movement breaks and active learning into lessons across the curriculum, supporting regulation and engagement.	**Autumn 1:** Staff CPD on active learning (e.g. active maths, spelling and reading) and movement breaks. **Autumn 1:** Build a shared bank of movement break and active learning resources. **Autumn 2:** Every class uses daily movement breaks; teachers plan at least one active lesson per week. **Ongoing:** Work with the SENDCo to use movement to support dysregulated children (e.g. regulation breaks, sensory circuits). **Termly:** Share good practice in staff meetings. **Spring/Summer:** Lesson observations and learning walks to monitor use.	Lessons are less sedentary, with movement a routine part of the school day. mproved focus, behaviour and regulation, particularly for dysregulated pupils. Pupils who learn better through movement are more engaged. Staff routinely and confidently use active learning. Contributes to pupils achieving 30 active minutes during the school day.	Staff feedback. Pupil feedback. Lesson observations. Behaviour / regulation logs (where relevant).
	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	CPD: £ 800 Resources: £ 1400

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