

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 metre 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) 3. Perform safe self-rescue in different water-based situations	• 30% of pupils in year 6 can swim 25 metres competently, confidently and proficiently • Evidenced by swimming teacher based on information and data collected poolside with swimming teacher. • 36% of pupils in year 6 can use a range of strokes effectively. • Evidenced by swimming based on information and data collected poolside with swimming teacher. • A strong outcome of 72% of pupils in year 6 can perform safe self rescue in different water situations, best-performing of the three measures with strong progress in water safety confidence and knowledge • Evidenced by swimming based on information and data collected poolside with swimming teacher.	• No Sports Premium spend on swimming top-up. We aim for this data to be 50% after the top-up lessons. • 15/58 didn't take part in swimming due to pupils leaving and joining throughout the year so there was no data due to pupils leaving and joining throughout the year. • Top-up swimming lessons are provided for Year 6 in June to further support attainment. • Provide targeted swimming provision • We aim to increase safe self-rescue data to be 90%. • Due to pupils being absent on this day and pupils leaving they wouldn't have all had the self-rescue training. Water safety was taught to all pupils across the whole school on 11.7.25 and 8.12.25.

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	• The CPD program resulted in staff confidence data rising from 65% to 80% of staff feel confident in teaching all areas of the curriculum. • £7169.25 was spent on CPD external coaches to support teachers with confidence and competence • Additional impact of external coaches saw the quality of Physical Education increase from 65% to 80% of all lessons being delivered were high quality. • Overall impact on staff's confidence, knowledge and skills in teaching PE and sport was positive from staff voice. • Pupil voice data rose showed 85% pupils feel that PE is always fun. • As a result of a clear focus on teacher CPD, pupil attainment data rose from 75% of EYFS and 80% of KS1 and 84% of KS2 achieving ARE, to 85% of EYFS, 85% of KS1 and 89% of KS2 achieving ARE.	• It's great that 80% of staff now feel confident to enjoy delivering high quality Physical Education but we need this to apply to all staff. • See staff confidence and lesson observation data in first column. Staff PDPs indicate the gaps that remain in confidence. • Online training £0 • Staff development was effective but not across the whole PE curriculum.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Additional opportunities for all pupils to engage in physical activity at lunchtime and by monitoring how active pupils are outside of schools, we now know that 64% of pupils achieve an average of 60 minutes a day 7 days a week. Strong investment was made into increasing opportunities and participation • School-based extra-curricular opportunities • Activities organized through Wilson Stuart • Internal membership fees • Equipment and resources: £0 funded through online courses as incentives	Not all pupils are active for 60 minutes a day 7 days a week. There are still 36% of our pupils that are not active for 60 minutes a day, 7 days a week based on data captured linked to in and outside of school physical activity. Only 21% of EYFS/KS1 and 19% of KS2 attended extra-curricular clubs at school.

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	By celebrating all things PE, PA and SS, we are encouraging more pupils to enjoy movement and physical activity. 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school. Pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week. (currently at 64%.)	Not all pupils are active for 60 minutes a day 7 days a week. There are still 36% of our pupils that are not active for 60 minutes a day, 7 days a week based on data captured linked to in and outside of school physical activity. Limited explicit evidence of PE supporting wider school improvement priorities. This did not show how PE contributed to: • Attendance improvement • Behaviour • Wellbeing • Personal development Lack of documented whole-school strategies to raise profile There is no clear evidence of: • whole-school assemblies focused on PE and sport • structured celebration of sporting achievements • consistent pupil or staff voice evidence linked to PE profile This makes it harder to demonstrate sustained, strategic profile-raising. Disadvantage pupils were not specifically targeted through Sports Premium spending.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
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	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: Extra-curricular – Dance, Gymnastics, Fitness, Yoga, Multiskills and Basketball, Tag Rugby, Dodgeball, Golf, Rounders, Football Additional workshops on offer – curriculum time to engage all pupils – Dodgeball, Skipping, Rounders Focus particularly on those pupils who do not take up additional PE and Sport opportunities	Not all pupils are active for 60 minutes a day 7 days a week. There are still 30% of our pupils that are not active for 60 minutes a day, 7 days a week based on data captured linked to in and outside of school physical activity. Only 47% of EYFS/KS1 and 47% of KS2 attended extra-curricular clubs at school.
5. Increasing participation in competitive sport	50% of KS1 and 65% of KS2 have taken part in an Inter competition. Investments in competitive structures where funding was allocated to were: • Internal sports competitions • Wilson Stuart competitions • Inter-school competitions This provided regular opportunities to compete at different levels. Increase opportunities to represent the school through Wilson Stuart Society.	Continue to develop our competition provision offering more to KS1 Only 37% of KS1 took part in inter (level 2) competitions. We have been focusing on this, but we need a bigger drive to ensure all pupils have this opportunity. Different children selected for each competition however, there was no specific target for disadvantaged pupils or least active pupils. Evidence was tracked on Excel. This should be considered in the next academic year.

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

<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 25m	At the end of year 3, 33% of pupils could swim 25m. Evidence from swimming teacher poolside.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 3, 40% of pupils could use a range of strokes effectively. Evidence from swimming teacher poolside.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue in different water-based situations	At the end of year 3, 44% of pupils could perform a safe self rescues. Evidence from swimming teacher poolside.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

Aim	Why?	Key Area	Supporting evidence
Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	To ensure all children are participating in the teaching of high-quality PE which is sustainable	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 and external courses
Increasing engagement of all pupils in regular physical activity and sporting activities	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. PE and sport are valued as part of the wider school culture and development	Increasing engagement of all pupils in regular physical activity and sporting activities	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Excel.
Raising the profile of PE and sport across the school, to support whole school improvement	To ensure all pupils can access competition in school and outside of school	Raising the profile of PE and sport across the school	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Funding for competitions and Wilson Stuart increased visibility of sport Increased opportunity to represent the school

Aim	Why?	Key Area	Supporting evidence
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	To promote inclusion, equality and engagement for all pupils to participate and enjoy these valuable experiences.	Offering a broader and more equal experience of sport for all pupils.	Targeted provision for girls, SEND and disadvantaged pupils. Wide range of clubs, activities and competitions available to all pupils. Resources to support inclusive and varied provision
Develop confidence, teamwork and progression pathways through structured competitions	Build confidence, teamwork and progression pathways through structured competitions to provide pupils opportunities for a long life love of sport through participation.	Increasing participation in competitive sport	Funding for internal competitions, Wilson Stuart events and inter-school fixtures. Opportunities for pupils to compete at different levels.

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: Provide PE CPD and support to all staff



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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)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included. Ensure Get Set 4 PE annual membership is paid to ensure teachers can access HQ planning and supporting resources. PE resources updated to enable high-quality teaching to take place.	Staff Confidence in July 2025 showed that 80% of teachers feel confident in teaching all areas of PE. We predict that by July 2026, 95% of staff will feel confident in teaching all areas of the curriculum. July 2025, Staff voice and lesson observation showed that 80% of 'high quality'. By July 2026 we predict that all teachers will have been trained and that 95% of all lessons being delivered will be 'high quality'. Pupil voice data in September 2025 showed that 85% of pupils felt that PE is always fun. By July 2026, we predict that this will increase to 100%. Pupil attainment data in July 2025 showed that 68% of EYFS and 69% of KS1 and 74% of KS2 were achieving ARE. By July 2026, we predict that 85% of EYFS, 80% of KS1 and 80% of KS2 will achieve ARE.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff Confidence in July 2025 showed that 80% of teachers feel confident in teaching all areas of PE. Now in July 2026, 85% of staff feel confident in teaching all areas of the curriculum. In July 2025, Lesson observation/staff and pupil voice feedback showed that 80% of lessons were 'high quality'. Now in July 2026 all teachers have been trained and 85% of all lessons being delivered are 'high quality'. Pupil voice data in September 2025 showed that 75% of pupils felt that PE is always fun. Now in 2026, 95% of pupils feel that PE is always fun. Pupil attainment data in July 2025 showed that 75% of EFYS and 79% of KS1 and 81% of KS2 were achieving ARE. Now in July 2026, we predict that 85% of EYFS, 85% of KS1 and 89% of KS2 will achieve ARE.	Staff are now all confident and competent. Continued CPD can come from sharing good practice in school and using Get Set 4 PE.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.	£1,609.20 GS4PE membership Total = £1,609.20

Your objective: Drive physical activity levels



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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)	Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups. Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Increase the number and range of activities and clubs on offer (Pupil Led Games, dodgeball, games, dance. Parent and child fitness club.) Implementation of new extra-curricular timetable. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders. Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play. Use leadership ideas from Complete PE.	In July 2025, only 70% of the school were active for 60 minutes a day, 7 days a week. We aim to drive this to 80% by July 2026 through the addition of new lunch and extra curricular opportunities. In July 2025, across the school 30% of pupils participated in activity at lunchtime. We are aiming for 70% of pupils to be active at lunchtime through new play-leader activities and lunchtime clubs. In July 2025 KS1 and KS2 participation in extra curricular clubs both sat at 47% by July 2024. By July 2026, we predict this to increase to 86% through the addition of new clubs.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Excel
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	In July 2025, only 70% of the school were active for 60 minutes a day, 7 days a week. Now in July 2026 through the addition of new lunch and extra curricular opportunities, 76% of the school were active for 60 minutes a day, 7 days a week In July 2025, across the school 50% of pupils participated in activities at lunchtime. Now in July 2026, 75% of pupils are active at lunchtime through new play-leader activities and lunchtime clubs. In July 2025 KS1 and KS2 participation in extra curricular clubs both sat at 47%. Now in July 2026, 52% of all pupils participate in extra curricular clubs.	Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Excel	£0 – resourced from online course as a grant £ 13,653.30 (annually) - sports apprentice hosting lunchtime events Total = £13,653.30

Your objective: Develop competition



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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)	Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	Attend KS1 and KS2 Wilson Stuart Competitions throughout the year. Continue to compete in the Sutton Schools Football League for both girls and boys in UKS2	In July 2025, 20% of KS1 had participated in an inter competition. Through the introduction of new competitions and formats we predict this will increase to 50% by July 2026. In July 2025, 50% of KS2 had participated in an inter competition. Through new KS2 competitions and opportunities we expect this to increase to 70% by July 2026. 100% of all pupils will compete once again in an intra house competition at the end of relevant units and during sports day.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	In July 2025, 20% of KS1 had participated in an inter competition. Now in July 2025, through the introduction of new competitions and formats this has increased to 33%. By July 2025, 50% of KS2 had participated in an inter competition. Now in July 2026, through new KS2 competitions and opportunities this has increased to 62%.	Wilson Stuart only offered 3 KS1 competitions and 2 competitions after school. 1 was attended. Wilson Stuart offered KS2 15 KS2 competitions with 8 competitions after school where all 8 were attended by KS2 children 100% of children from EYFS, KS1 and KS2 attended Sports Day	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.	£2,055 – Wilson Stuart Membership cost

Your objective: Strive to ensure all pupils meet the minimum requirement in swimming.



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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 top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Following our core curriculum and water safety lessons we will identify pupils for top-up swimming and make arrangements with swimming providers. We will use the PE and Sport Premium to fund top-up swimming with our pool onsite.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term. At the end of year 4, 60% of pupils could swim 25m and use a range of strokes effectively. Now they are in year 6, we predict that through top up swimming, this will increase to 90%.	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	At the end of year 4, 60% of pupils could swim 25m and use a range of strokes effectively. Now in July 2026, these pupils are year 6, and 85% of year 6 pupils can swim 25m, perform safe self rescue and use a range of strokes.	The school are committed to raising the required funds for top up swimming going forwards.	Swimming assessment reports and data.	£0 – Swimming top up Total £0

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