

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.

<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	Beginnings of a timetable have been put in place that allocates lower KS2 dedicated time to learn to swim and allows any pupils from UKS2 to gain extra practice.	Certain children achieved 25 metres but may not have full competency.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	A range of strokes taught and practiced within lessons.	Not all pupils using a range both confident and competently.
3. Perform safe self-rescue in different water-based situations	Water-safety discussed at pool and in assembly.	Talks from RNLI cancelled- need more in-school reinforcement.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff have observed PE more regularly. Staff have taught PE within one half-term where they haven't had a coach for one of their weekly hours. LKS2 have taught circuit training and athletics. UKS2 have taught rounders. We have had specialist coaches throughout the year. NUF coaches delivering PE weekly. Alongside this, we had swimming, dance, gymnastics, tennis and cricket coaches. All of this providing extra opportunities for staff to observe PE being taught.	Due to changes in the premium funding, staff need to be out observing coaches much more regularly and using this as a CPD opportunity to support their future teaching. With funding changing, we will not be able to access such a rich and diverse range of specialist coaches.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A diverse range of sports taught to enhance engagement and highlight different pupils strengths. Intra-school crew competitions at the end of each unit to highlight achievements and showcase skills learnt. A diverse range of clubs provided, planned using a pupil voice survey to ensure uptake was more substantial. Uptake in KS2 sports hugely increased	Uptake in KS2 sports hugely increased but not so much in KS1. Still small numbers of children attending often due to tiredness rather than engagement/enjoyment of the clubs advertised.

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	A full audit of PE equipment ensured resources matched the curriculum and supported a broad range of inclusive sporting activities. New and existing equipment was used to enhance PE lessons and increase opportunities for pupils to be active during break times. Regular reviews, including pupil feedback, helped identify future resource needs and ensure sustained impact.	Shed and cupboard need to be sorted to allow better storage and access of equipment. Time is a constraint to get this done.
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 full review of PE provision ensured activities were inclusive and accessible for all pupils. A range of opportunities supported less active pupils to engage positively in physical activity, building confidence and enjoyment. Staff promoted active lifestyles through initiatives such as movement breaks and daily activity, embedding physical activity across the school day. Mixed gender PE and clubs.	Clubs focus could have been extended to incorporate more different sports.
5. Increasing participation in competitive sport	A structured programme of intra-school competitions increased opportunities for pupils to participate in competitive sport. Pupils developed confidence, resilience and teamwork while applying key skills in competitive settings. Links with external partners, including NUFC and Places for Leisure, supported further opportunities and progression into wider sporting events.	Intra-school competitions sometimes being forgotten because of end of term units and coaches changing.

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:
 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	A suitable timetable has been put in place that allocates lower KS2 dedicated time to learn to swim and allows any pupils from UKS2 to gain extra practice.	Certain children achieved 25 metres but may not have full competency.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	A range of strokes taught and practiced within lessons.	Not all pupils using a range both confident and competently.
3. Perform safe self-rescue in different water-based situations	Water-safety talks both at school from teachers and external bodies such as RNLI and within school swimming lessons.	Not as much of this within swimming lessons as we would like.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Regular intra-school competitions	To engage more pupils in regular physical activity, provide inclusive competitive opportunities and prepare children to participate confidently in external competitions.	Key indicator 2 Engagement of all pupils in regular physical activity and 5 Increased participation in competitive sport.	Intra-school competitions increased pupil participation, enthusiasm and resilience. More children were willing to take part, demonstrated improved sportsmanship and expressed interest in external competitions. Competition results and participation data showed increased engagement across the school.
A range of inclusive opportunities for pupils who are less active	To improve pupils' physical health, confidence and enjoyment of being active, encouraging lifelong healthy habits and reducing inactivity.	Key Indicator 2: Engagement of all pupils in regular physical activity.	Intra-school competitions increased pupil participation, enthusiasm and resilience. More children were willing to take part, demonstrated improved sportsmanship and expressed interest in external competitions. Competition results and participation data showed increased engagement across the school.
Auditing and assessment of PE equipment	To enable effective delivery of a broad and balanced PE curriculum, increase participation in a wider range of sports and encourage active play during breaktimes.	Key Indicator 1: Increased confidence, knowledge and skills of staff. Key Indicator 2: Engagement of all pupils in regular physical activity.	A full equipment audit ensured resources matched curriculum needs. New equipment broadened PE and breaktime activities, increasing pupil engagement. Sports Leaders supported younger pupils in using equipment, helping to promote active and inclusive play.

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*

Plan, monitor and evaluate (2025/2026)



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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	Develop play time provision, using the SSOC to increase activity for least active groups. Utilise new outdoor equipment fundraised by PTA with addition of premium used.	SSOC will be trained by SGO and implement resource buckets for play.	Confident SSOC, implementing PE activities during break times. A range of games each day on the yard/field.	Pupil voice (informal) and feedback from supervising adults. Check-ins with SSOC. Observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	SSOC have set up play resource buckets and are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. More children are getting active during break times. Each day, a different activity can be observed.	SSOC can be trained yearly and resource buckets can remain in place if all equipment is organized neatly.	Gold in sports mark. Positive feedback from the pupils on the yard. Positive feedback from SSOC- really enjoying the responsibility.	Basketball posts-£ 573.98 Places for Leisure Package-£650 Playground equipment-£3,000

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Improved attendance at after-school PE clubs.	Create and administer a pupil voice check to gain data on preferred clubs.	More children attending.	Registers for clubs will include number of attendees.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The attendance at clubs has hugely improved for KS2. There have been some small improvements for R and KS1 but largely they are too tired to attend- biggest barrier.	Yes if pupil voice is regularly handed out as it does enhance amount signing up. Tennis was an incredible and oversubscribed but without the sports premium this will unfortunately stop.	Oversubscribed tennis club, had to make more spaces available and add extra staff. KS2 clubs much fuller. KS1 club attendance fluctuating.	Equipment- £500 Coaches- £9,000

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)	PE shed needs to be sorted and new equipment ordered.	Inset days will be used for organizing equipment. Sports leaders and coaches will sort at points throughout the year.	More easily accessible resources leading to more use of all equipment.	Sheds look neat and tidy. Resources clearly labelled and sorted. Equipment being used in lessons and break times.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The equipment has been sorted to a degree. The SSOC have really sorted break time equipment well and actioned this to a good standard.	There are not clear labels for where equipment lives. This needs to be sorted to make more accessible and easier to clean up and sort. SSOC buckets are sustainable as is a good job for them to do after their training and implement/adapt through the year with PE lead input. More times needs to be allocated to properly sort and audit resources.	Equipment buckets for play time in action. Equipment sorted into more clear piles. New equipment ordered to improve provision.	Equipment- £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)	Deliver a diverse and rich curriculum using coaches with different specialties.	Maintain delivery by NUFC coaches weekly and continue to book dance/gymnastics through them. Liaise with local tennis club surrounding LTA funding. Book cricket coaches in.	Children interested in a wide range of sports. Pupils playing different sports and practicing different skills each half-term within their PE session.	Informal pupil voice, staff feedback and plans.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children really enjoy having a range of sports available to them. Different children shine in different activities, leading to improved confidence. Less active children finding a sport they love.	Having a range of coaches has only been possible with use of the sports premium funding. With this being reduced/cut, we will no longer be able to book as many coaches. Having specialist coaches in has provided staff with CPD.	Pupil feedback very positive and parent feedback. Staff feedback strong. Plans show diverse sessions offered this year.	Equipment- £500 Coaches- £9,000

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)	Continuation of attendance at inter-school competitions. Increased attendance if possible.	Book in as many inter-school competitions as possible that align with staffing and timetable.	Children across school getting to participate in inter-school competitions.	Timetable/calendar evidence of attendance.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More attendance at inter-school competitions, mainly for KS2.	Yes- beginning to understand when certain events are usually organised and discuss how staffing can allow more events to happen.	Timetable/calendar evidence of attendance.	Resources to allow attendance £2,000

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Gold Sports mark achieved once again, demonstrating that changes made have been sustainable.