



# PE and sport premium monitoring and tracking form *2025/2026*



Commissioned by



Department  
for Education

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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:

- [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 (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		Only 25% of pupils in the cohort could confidently swim 25 meters. There has been limited uptake from parents in accessing Aspire's free additional swimming lessons for children who are not yet able to swim 25 metres.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Children have had opportunities to practise front crawl, backstroke, and breaststroke, developing confidence across a range of strokes. They have also worked towards and achieved a variety of swimming awards.	
3. Perform safe self-rescue in different water-based situations	During National Drowning Prevention Week, all children participated in a water safety lesson. Swimming lesson starters and plenaries are routinely used to discuss water safety and practise safe self-rescue techniques.	

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Increasing the confidence, knowledge, and skills of all staff in teaching PE and sporting activities has worked well through a strong focus on CPD and targeted training. Specialist support from Kate Wood provided valuable, practical guidance and helped upskill staff through high-quality training sessions. Whole-staff CPD on PE delivery, alongside trust-wide planning and supportive slides, ensured a consistent approach and gave staff the confidence to deliver engaging and effective PE lessons.</p>	
<p><b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Engagement in regular physical activity and sporting activities has increased through a strong focus on inclusion and accessibility. New equipment has been purchased specifically to support pupils with SEND, enabling them to access PE lessons and wider physical activities more effectively. This targeted equipment supports the development of gross motor skills and allows pupils to participate confidently in and around PE sessions. As a result, all pupils are better supported to engage in physical activity, promoting enjoyment, confidence, and active lifestyles.</p>	

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>All staff follow the PE timetable to ensure that children receive their allocated weekly PE entitlement. At the start of each lesson, pupils use the hands, head, and heart slides to discuss and reflect on their learning.</p>	
<p><b>4.</b> 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</p>	<p>The GALS after-school club, delivered by GALS, provided children with opportunities to experience a wide range of sports. The club helped build confidence for all participants, not just those identified as GALS, and ensured that children were able to take part in three different sports each week. In addition, the introduction of karate sessions within school has had a positive impact, supporting pupils' confidence, discipline, and physical development. A1 Football Factory after-school sessions have further enhanced provision, offering pupils additional opportunities to develop their skills, teamwork, and enjoyment of physical activity.</p>	<p>The quality of after-school provision can at times limit the range of sports and activities available for children to participate in. In addition, travel arrangements for PAT games held after school can present challenges for some families, which may limit participation.</p>
<p><b>5.</b> Increasing participation in competitive sport</p>	<p>Participation in competitive sport has increased through a range of inclusive opportunities. PAT games are now held during the school day, which has significantly increased pupil participation by removing barriers associated with after-school attendance. In addition, pupils have been given opportunities to take part in dance competitions and in-school cross-country events, allowing a wider range of children to engage in competitive sport. These opportunities promote confidence, teamwork, and a positive attitude towards competition.</p>	<p>Travel arrangements for PAT games held after school can present challenges for some families, which may limit participation.</p>

## 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

Aim	Why?	Key Area	Supporting evidence
<p>To reduce the disadvantage gap by ensuring pupils with SEND have access to appropriate adapted PE equipment that enables full participation and skill development.</p>	<p>Adapted resources support inclusion, improve engagement, and allow pupils with SEND to develop gross motor skills and confidence in physical activity alongside their peers.</p>	<p>Inclusion and equality of access</p>	<ul style="list-style-type: none"> <li>- Purchase of specialist PE equipment to support SEND pupils</li> <li>- Increased engagement of SEND pupils in PE lessons</li> <li>- Improved access to physical activity during and around PE sessions</li> <li>- Positive impact on gross motor skill development</li> </ul>
<p>To ensure all staff are confident and skilled in delivering high-quality PE lessons using the Get Set 4 PE scheme and trust planning, and in accurately assessing pupils through the hands, head, and heart framework.</p>	<p>High-quality CPD ensures consistency in PE delivery, builds staff confidence, and supports accurate assessment of pupil progress. Well-trained staff are better equipped to deliver engaging lessons that meet curriculum expectations.</p>	<p>Teaching and learning / Staff development</p>	<ul style="list-style-type: none"> <li>- Whole-staff CPD sessions focused on PE delivery</li> <li>- Use of Get Set 4 PE scheme and trust-wide planning</li> <li>- Hands, head, and heart assessment framework embedded in lessons</li> <li>- improved staff confidence and consistency across year group</li> </ul>
<p>To increase participation in competitive sport by providing transport support for PAT games, ensuring all pupils can attend regardless of family transport limitations.</p>	<p>Some families face barriers to attending after-school sporting events due to transport issues. Providing support ensures equal access to competitive opportunities and increases overall participation.</p>	<p>Competitive sport and inclusion</p>	<ul style="list-style-type: none"> <li>- PAT games scheduled during the school day to increase participation</li> <li>- Identified transport barriers for some families</li> <li>- Increased engagement in competitive sport when barriers are reduced</li> <li>- Wider participation in trust-level sporting events</li> </ul>
<p>To increase the percentage of pupils who can swim confidently and competently for 25 metres by the end of Key Stage 2.</p>	<p>Swimming is a vital life skill that supports safety, confidence, and lifelong physical activity. Ensuring pupils meet national swimming expectations reduces risk and promotes wellbeing.</p>	<p>Swimming and water safety</p>	<ul style="list-style-type: none"> <li>- Weekly swimming lessons delivered by trained staff</li> <li>- Water safety lessons delivered during National Drowning Prevention Week</li> <li>- Opportunities for pupils to work towards swimming awards</li> <li>- Additional swimming support offered to pupils not yet meeting the 25m requirement</li> </ul>

## 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:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	To reduce the disadvantage gap by ensuring pupils with SEND have access to appropriate adapted PE equipment that enables full participation and skill development.	During this academic year, the school will identify the specific physical and sensory needs of pupils with SEND to inform the purchase of appropriate adapted PE equipment. Resources will be introduced across PE lessons and targeted interventions to support inclusive participation. Staff will be supported to use the equipment effectively within lessons to ensure all pupils can access activities and develop their gross motor skills. The impact of the equipment will be reviewed regularly to ensure it meets pupil needs and supports progress.	By the end of the academic year, pupils with SEND will be able to participate more fully and confidently in PE lessons alongside their peers. Increased access to adapted equipment will support improvements in gross motor skills, coordination, and physical confidence. As a result, the disadvantage gap in physical activity participation will be reduced, with pupils demonstrating higher levels of engagement, enjoyment, and progress in PE.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)				

## 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
<b>Plan and monitor</b> (Complete now and monitor)	To ensure all staff are confident and skilled in delivering high-quality PE lessons using the Get Set 4 PE scheme and trust planning, and in accurately assessing pupils through the hands, head, and heart framework.	During this academic year, all staff will receive targeted CPD to support the effective delivery of PE using the Get Set 4 PE scheme and trust-wide planning. CPD sessions will focus on lesson structure, progression of skills, and inclusive practice, as well as on the consistent use of the hands, head, and heart assessment framework. Ongoing support and shared planning resources will be provided to build staff confidence and ensure consistency across year groups. Monitoring and feedback will be used to identify further training needs.	By the end of the academic year, all staff will demonstrate increased confidence and competence in delivering high-quality PE lessons. Teaching will be consistent across the school, with clear progression and effective use of the Get Set 4 PE scheme. Staff will be able to assess pupils accurately using the hands, head, and heart framework, leading to improved understanding of pupil progress and more targeted support. As a result, pupils will experience high-quality PE lessons that support skill development, confidence, and enjoyment of physical activity.	
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)				

## 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
<b>Plan and monitor</b> (Complete now and monitor)	To increase participation in competitive sport by providing transport support for PAT games, ensuring all pupils can attend regardless of family transport limitations.	During this academic year, the school will identify pupils who may face barriers to attending PAT games due to family transport limitations. Where possible, transport support will be planned and provided to enable pupils to attend competitive sporting events. PAT games will continue to be prioritised during the school day where appropriate to further reduce barriers to participation. Communication with families will be clear and timely to ensure opportunities are accessible to all pupils.	By the end of the academic year, participation in competitive sport will increase, with a wider and more representative group of pupils able to attend PAT games. Barriers linked to transport will be reduced, ensuring equal access to competitive opportunities. Pupils will benefit from increased confidence, teamwork, and sporting experience, supporting positive attitudes towards competition and physical activity.	
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)				

## 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
<b>Plan and monitor</b> (Complete now and monitor)	To increase the percentage of pupils who can swim confidently and competently for 25 metres by the end of Key Stage 2.	During this academic year, pupils will continue to receive regular swimming lessons delivered by trained staff, with a clear focus on developing technique, stamina, and confidence in the water. Assessment will be used to identify pupils who are not yet able to swim 25 metres, allowing targeted support and additional practice where available. Water safety will be reinforced through curriculum links and focused sessions, including National Drowning Prevention Week. Progress will be monitored to inform next steps and ensure pupils are supported to meet the expected standard.	During this academic year, pupils will continue to receive regular swimming lessons delivered by trained staff, with a clear focus on developing technique, stamina, and confidence in the water. Assessment will be used to identify pupils who are not yet able to swim 25 metres, allowing targeted support and additional practice where available. Water safety will be reinforced through curriculum links and focused sessions, including National Drowning Prevention Week. Progress will be monitored to inform next steps and ensure pupils are supported to meet the expected standard.	
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)				

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