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

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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)

- 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 focussed 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	All children but 1 in our Year 6 can swim 25 metres. Using the catch-up swimming funding through West Lancashire Sports Partnership (WLSP) we managed to help those year 6 children who hadn't achieved 25metres in Year 5.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The swimming teachers were calm and understanding of the children in our school and the needs/ anxieties they have. Teaching breathing techniques to support the learning breaststroke was something the children commented on being more confident with.	
3. Perform safe self-rescue in different water-based situations	Very well delivered and vitally important with new of children jumping into large bodies of water during the heatwaves.	

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	Teachers have gained CPD throughout the year by observing the WSLP staff deliver the PE sessions. In-house CPD delivered through team planning/teaching with Sports Lead.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Inter school and Intra school events, competitions and festivals have run throughout the academic year with fantastic uptake. KS2 is 100% participation in Intra school and also Interschool. SEND events – attended KS1 & 2 specific events as well as other festivals.	

3. Raising the profile of PE and sport across the school, to support whole school improvement	PE & School sport continue to be a huge area of strength for our school. We ensure we celebrate participation as well as success in our assemblies on Friday's and give children a chance to show what they are doing outside of school as well.	
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	Using our PE funding we have again opted to buy in Boxercise which many children had not had the opportunity to do before – we received positive feedback from children and parents. We have ensured we use our forest school area and trained member of staff for children to experience the skills involved there.	

	We ensure all children in our school have the opportunity to participate in PE and school sport.	
5. Increasing participation in competitive sport	We hold intra school competitions with trophies and medals. We promote the privileged of representing our school so it is sought after by the children and in turn celebrated.	

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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 focussing 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	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	96% 1 Child not able to.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	96% for all strokes – same child. More confident on back but had to stop during the 25metres.	
3. Perform safe self-rescue in different water-based situations	100%	

Aim	Why?	Key area	Supporting evidence
To continue to have high participation of SEND children in Festival and competitions.	To promote inclusivity in sport and show that there are no barriers to enjoyment and success I sport. Celebrate to improve self esteem.	1. *Increasing engagement of all pupils in regular physical activity and sporting activities* 2. *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 continue to raise profile of sporting success in school and promote a love of being active.	To help aid and improve healthy living choices for those less active membes of school. Gives the chance for htose who don't shine in a class setting that oppourtunity.	1. *Increasing engagement of all pupils in regular physical activity and sporting activities* 2. *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* 3. *Increasing participation in competitive sport*	

Aims for the next academic year (2025/2026)

- To continue to have high participation of SEND children in Festival and competitions.
- To continue to raise profile of sporting success in school and promote a love of being active.

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 focussing 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

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	To increase the participation, engagement, and confidence of SEND pupils in core PE lessons and extra-curricular school sports by **20% over the academic year**, ensuring provisions are fully inclusive, accessible, and progressive.	**Audit & Tracking:** Conduct a baseline audit of current SEND participation in extra-curricular sports. Use a RAG-rated tracker to monitor weekly engagement. * **Staff CPD:** Deliver targeted professional development for teachers and teaching assistants on the **STEP framework** (Space, Task, Equipment, People) and adaptive PE pedagogy. * **Inclusive Resources:** Invest in adapted equipment (e.g., bell balls, larger targets, visual timetables, seating options) and map out sensory-friendly zones in the sporting spaces. * **Student Voice:** Establish a termly SEND sports forum to allow pupils to choose upcoming enrichment sports (e.g., boccia, new age curling, goalball) and share what barriers they face.	* **Increased Engagement:** A measurable, sustained increase in SEND pupil attendance at after-school and lunchtime sports clubs. * **Staff Confidence:** Class teachers and TAs feel highly confident adapting national curriculum PE plans to meet diverse physical, sensory, and cognitive needs. * **Positive Attitudes:** SEND pupils demonstrate a greater sense of belonging, elevated self-esteem, and a self-reported love for physical activity during student voice interviews. * **Inclusive Culture:** Standard school sports days and competitive tournaments seamlessly embed inclusive or parallel events, meaning all children represent their houses/school.	* **Quantitative Data:** Weekly registers from extra-curricular clubs and RAG-rated PE assessment data showing progress in physical literacy. * **Qualitative Feedback:** Pre- and post-intervention pupil surveys, alongside photos and videos of active participation. * **External Frameworks:** Alignment with the **Youth Sport Trust's** *Inclusion Spectrum* and **Ofsted's** inspection framework, which highlights the necessity of an equitable curriculum for disadvantaged and SEND learners. * **Staff Audits:** Lesson observation notes and CPD evaluation forms demonstrating a shift toward highly effective adaptive teaching.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**

Evaluate				

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	To upskill new teachers and support staff (TAs/lunchtime supervisors) to confidently lead and sustain high-profile intra-school (personal best/house) and inter-school sports competitions during a PE leadership transition period.	**Upskilling Playmakers:** Deliver a practical "Lunchtime Sport & Intra-School Basics" workshop for TAs and new staff, focusing on low-prep, high-activity games and house competition setups. * **Turnkey Resource Hub:** Create a digital "Competition-in-a-Box" folder containing ready-made score sheets, simplified rules for major sports, rotation schedules, and templates for school-wide announcements. * **Co-Leading Fixtures:** Pair new staff members with experienced colleagues or the outgoing lead for the first few inter-school fixtures to model logistics, risk assessments, and match-day management. * **Youth Leaders:** Train a cohort of Year 5/6 Sports Ambassadors to help new staff run intra-school events, lessening the administrative burden on teachers.	**Sustained Momentum:** No drop-off in sports fixture attendance or intra-school event frequency during the PE leadership transition; sports remain a highly visible part of school culture. * **Distributed Leadership:** A wider network of confident staff members capable of running a tournament or managing an away-team fixture, reducing reliance on a single coordinator. * **Elevated School Profile:** Increased celebration of sporting achievements across the school (e.g., in assemblies, newsletters, and social media) driven by multiple staff voices. * **Active Playtimes:** Lunchtimes transformed into structured, high-energy intra-school competition zones led confidently by support staff.	**Competition Logs:** Calendars and team sheets proving consistent participation in both internal house matches and local school games partnerships. * **Staff Confidence Audits:** Pre- and post-training surveys measuring staff confidence in managing sports events and off-site fixture logistics. * **School Communication:** Evidence of regular sports coverage in weekly newsletters, website updates, or central trophy/celebration displays. * **Sports Premium Accountability:** Documented evidence for the Primary PE and Sport Premium report showing effective "sustainability and capacity building" through staff CPD.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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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				
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

Your Objective:

	Intent – what is your	**Implementation - How will**	**Impact - What do you hope to**	**Supporting evidence**

	objective?	you achieve this?	see?	
Plan and monitor				
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

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				
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

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