

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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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 was well established within the school and staff used a consistent scheme to support progression in knowledge, skills and vocabulary. PE leadership and support from sports specialists helped teachers plan, organise and deliver lessons. Staff were willing to reflect on their practice and recognised the value of practical modelling and teaching alongside experienced coaches.	Staff confidence was less consistent in unfamiliar activities and when adapting provision for pupils with additional needs. Further side-by-side coaching and practical CPD were required.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupils had access to curriculum PE, active play and a strong programme of clubs. The school offered at least two after-school clubs each day, giving pupils regular opportunities to be active beyond lessons. Staff promoted participation and provided a mixture of competitive, recreational and confidence-building opportunities.	Levels of activity at break and lunchtime varied. Some pupils, particularly those with SEND or regulation needs, needed more suitable equipment, structured activities and encouragement to participate.
3. Raising the profile of PE and sport across the school, to support whole school improvement	Sport was highly valued and visible through clubs, sports day, tournaments, assemblies and celebration of pupils representing the school. Participation contributed positively to confidence, teamwork, resilience and school identity.	Pupil leadership and the promotion of daily physical activity needed to become more systematic. The school wanted children to see being active as part of everyday school life, not only something that happened during PE lessons, clubs or competition days.

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	Pupils experienced a range of activities through curriculum PE, clubs and external events. Opportunities were offered to pupils with different interests and levels of confidence.	The school had limited specialist and adapted equipment for less familiar sports. This restricted opportunities to offer inclusive activities such as curling and Tchoukball.
5. Increasing participation in competitive sport	The school entered a wide range of local tournaments, festivals and School Games events whenever possible. Pupils developed pride in representing the school alongside teamwork, communication, determination and resilience.	Transport costs and the availability of suitable events could restrict participation. The school wanted to broaden access so that competition and festivals reached a wider range of pupils.

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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 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	90% (19 out of 21 pupils)	A high proportion of the cohort met the national curriculum expectation with only two pupils not meeting the standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	90% (19 out of 21 pupils)	Most pupils demonstrated front crawl, backstroke and breaststroke effectively. The two remaining pupils require further support to develop confidence and consistent technique across the required strokes.
3. Perform safe self-rescue in different water-based situations	76% (16 out of 21 pupils)	Most pupils demonstrated safe self-rescue successfully. Future provision should prioritise the five pupils who have not yet met the requirement, with additional teaching focused on floating, treading water, safe entry and exit, and responding calmly in an emergency.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Improve staff confidence and subject knowledge in PE.	High-quality provision depends on confident staff who can teach, assess and adapt lessons effectively.	1	Staff questionnaires and informal feedback; lesson observations; curriculum monitoring; Complete PE planning and assessment; records of Adriano Soccer School and dance CPD.
Increase regular physical activity through active and inclusive play.	All pupils need appealing opportunities to move, including pupils with SEND, fine-motor needs and self-regulation needs.	2 and 3	Termly playground observations; pupil and staff voice; monitoring use of the trim trail, trikes and play equipment; young-leader rotas and activity records; engagement of targeted pupils.
Broaden the range of inclusive sports through specialist equipment.	Activities such as curling and Tchoukball provide alternative routes into sport and can engage pupils who are less confident in traditional team games.	2 and 4	Equipment inventory; curriculum and club plans; participation records; pupil voice; observations of SEND, disadvantaged and less-active pupils using alternative activities.
Provide broader enrichment and adventurous physical activity.	External providers and visits give pupils experiences that cannot be replicated fully on the school site.	3 and 4	Registers, risk assessments, photographs, provider feedback, staff observations and pupil evaluations from climbing, martial arts, dance and canoeing.
Increase competitive participation and achieve Gold School Games Mark.	Competition, festivals and leadership build confidence, teamwork, resilience and pride in representing the school.	3 and 5	Competition entries and registers; range of pupils representing school; event photographs; pupil feedback; School Games Mark evidence and Gold award confirmation.
Maintain safe, sustainable facilities and event provision.	Well-maintained equipment and suitable shelters allow activity, sports days and events to operate safely in varied conditions.	2, 3 and 4	Annual inspection and repair records; termly equipment checks; risk assessments; sports-day and off-site event documentation; photographs showing resources in use.

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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 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)

Your Objective: Develop staff expertise and confidence

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase staff confidence, subject knowledge and practical teaching skills so that all pupils receive well-sequenced, ambitious and inclusive PE. Develop teachers rather than creating dependence on external coaches.	Use Complete PE as the whole-school scheme to support progression, vocabulary, assessment and consistent expectations. Adriano Soccer School and dance specialists teach alongside class teachers, modelling warm-ups, skill development, questioning, differentiation, assessment and safe lesson organisation. Staff observe, contribute and increasingly lead elements of each session.	Staff are more confident teaching football, dance and the wider PE curriculum. Planning shows clearer progression and lessons include purposeful practice, appropriate challenge and adaptations. Pupils benefit from greater consistency between classes, while SEND and less-confident pupils are supported without lowering expectations.	Complete PE curriculum maps, planning and assessment; CPD timetable; PE lead monitoring and lesson observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Teachers worked alongside specialists and gained practical strategies, activity ideas and organisational routines they can reuse independently. Complete PE strengthened consistency in planning, vocabulary, assessment and progression across year groups. Staff reported greater confidence in delivering the supported areas.	The scheme remains available to every teacher and the knowledge gained through joint delivery stays within school. Planning and resources can be reused and adapted for future cohorts. The PE lead will continue to review staff confidence, share effective practice and target future CPD where monitoring identifies a need.	Provider invoices; CPD and joint-teaching records; curriculum plans and assessments; PE lead monitoring; observations of supported and subsequent independent lessons.	£3,470.00

Your Objective: Increase active and inclusive play

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase daily physical activity beyond PE lessons and remove barriers that prevent some pupils from joining active play. Give SEND pupils and children with fine-motor, coordination or regulation needs activities in which they can participate confidently and successfully.	Provide trikes, secure storage, motor-control and fine-motor resources, adapted games and accessible playground equipment. Develop young leaders to set up, explain and supervise lunchtime activities, using identifiable hoodies so younger pupils know who can help. Staff direct less-active pupils towards suitable choices and adapt activities in response to pupil voice.	More pupils choose to be active at break and lunchtime and remain engaged for longer. Pupils who find traditional invasion games difficult have meaningful alternatives. Young leaders develop communication, responsibility and organisation, while targeted pupils improve confidence, coordination and self-regulation.	Termly playground observations; pupil and staff voice; equipment-use checks; young-leader rotas and activity records; observations of engagement, behaviour and participation among targeted pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The wider range of equipment increased the number of active choices available. Targeted motor-control and fine-motor resources helped pupils practise coordination and regulation through purposeful movement. Young leaders had a clear lunchtime identity and helped make organised activity more visible and approachable.	Durable equipment and safe storage support repeated use. Young leaders can train younger pupils so leadership continues as Year 6 pupils leave. Staff can keep matching activities to individual need, and playground observations will identify groups requiring further encouragement or new provision.	Invoices and equipment inventory; young-leader rotas and records; pupil voice; playground monitoring; staff observations of targeted pupils and examples of adaptations.	£2,264.36

Your Objective: Expand specialist and alternative sports



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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	Build a sustainable bank of specialist and adapted equipment so pupils experience a wider range of sports and physical activities. Use alternative sports to engage pupils who may not identify with football, netball or other traditional team games.	Purchase Tchoukball frames and balls, curling and other specialist resources, alongside tennis nets, balls and adaptable activity equipment. Introduce equipment through PE lessons, lunchtime activities, clubs and inclusive festivals. Model simplified rules and adaptations so activities can be accessed by different ages, abilities and confidence levels.	Pupils experience sports beyond the traditional offer and understand that physical activity can take many forms. SEND and less-active pupils gain additional ways to participate, experience success and represent the school. Teachers can vary provision and respond more effectively to pupils' interests.	Equipment inventory; curriculum and club plans; participation information; pupil voice; observation of SEND, disadvantaged and less-active pupils engaging in alternative activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The school can now offer Tchoukball, curling, pickleball and a wider range of adapted activities rather than relying on a narrow set of familiar sports. Reusable equipment increased curriculum, club and active-play options and allowed pupils with different strengths to experience success.	Equipment will be stored securely, checked and maintained, then embedded within curriculum maps, clubs and future festivals. Staff will share activity cards, adaptations and lesson ideas so provision does not depend on a single teacher or external provider. Equipment will benefit successive cohorts.	Purchase records and inventory; curriculum planning; lesson and club registers; pupil and staff feedback; examples of adapted activities.	£2,157.12

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Give pupils high-quality physical experiences that extend beyond the normal on-site curriculum and expose them to activities, environments and personal challenges they may not otherwise encounter.	Provide climbing, martial arts, dance enrichment and canoeing through suitably qualified specialist providers. Fund transport where necessary so location and family circumstances do not become barriers. Prepare pupils for activities through safety briefings, risk assessment and clear expectations, then use reflection and pupil voice to evaluate each opportunity.	Pupils develop confidence, resilience, teamwork, safe risk-taking and enjoyment through varied physical challenges. Children learn that success in physical activity is not limited to traditional sports, and more pupils identify an activity or form of movement they enjoy. Experiences support wellbeing, independence and positive attitudes towards future participation.	Registers and participation information; risk assessments and provider checks; photographs; provider feedback; staff observations of confidence, teamwork and perseverance.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils accessed climbing, martial arts, dance and canoeing, substantially broadening the school's offer. Activities provided memorable opportunities for challenge, teamwork and personal achievement, including for pupils who are less prominent in competitive team sports. Staff observed pupils persevering, supporting one another and responding positively to unfamiliar challenges.	Staff can reuse specialist ideas, warm-ups and approaches within future lessons and clubs. Successful activities can be prioritised in future planning and links with local providers retained. Evaluation evidence will help the school select activities that have the greatest impact and target future opportunities towards pupils who would benefit most.	Invoices; visit and event records; registers; photographs; risk assessments; provider comments and staff reflections following each activity.	£3,154.00

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase and broaden participation in competitions, festivals and School Games opportunities. Promote the message that representing the school includes personal challenge, leadership and participation as well as winning, and secure Gold School Games Mark.	Fund transport to competitions and events at John Masfield, Longtown and Halo Leisure so pupils can attend. Maintain an event calendar and select pupils thoughtfully, including those who benefit from teamwork, resilience, communication and transition-focused opportunities. Liaise with the School Games Organiser, prepare pupils appropriately and celebrate participation through assemblies, displays and communication with families.	A wider range of pupils represents the school and develops confidence, teamwork, determination and pride. Pupils understand the importance of fair play and active lifestyles. Targeted children gain positive experiences that support resilience and transition, while the school's PE, leadership, inclusion and competition offer meets the Gold standard.	Team lists and participation registers; breadth of events attended; event calendar; photographs; newsletters and assemblies; SGO communication; School Games Mark evidence.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils attended competitions, festivals and School Games events, including opportunities focused on teamwork, communication, resilience, outdoor challenge and transition. Children represented the school positively and the school achieved Gold School Games Mark, recognising the strength of its inclusive offer, CPD, leadership and participation.	Competition calendars, selection records, staff organisation systems and links with the School Games Organiser will continue. Gold criteria will be used as an annual self-evaluation tool rather than an end point, informing future CPD, inclusion, leadership and competition planning. Participation will be monitored so opportunities are shared across the pupil population.	Transport invoices; event entries and team lists; photographs; newsletters and celebration records; SGO correspondence; Gold School Games Mark confirmation and application evidence.	£585.99

Your Objective: Maintain safe, sustainable facilities and events



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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	Keep active-play and PE facilities safe, attractive and consistently available. Improve the school's capacity to deliver sports days, festivals and off-site events safely in different weather conditions.	Commission annual inspections and complete identified repair work on existing play equipment and the trim trail. Establish routine visual checks and record defects promptly. Purchase three portable gazebos and an event shelter for shade and weather protection, and replenish sand for the sandpit and long-jump provision.	Pupils can use existing facilities safely and with fewer closures. Well-maintained equipment encourages active play and protects previous investment. Sports days, competitions and festivals operate more effectively, with suitable portable shelter available for pupils, staff and equipment. Long-jump and sand-based activity remain usable.	Annual inspection and repair reports; ongoing equipment-check records; risk assessments; records of closures or remedial action; sports-day and off-site event plans; photographs of provision in use.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Repairs restored and protected safe use of the trim trail, while professional inspections gave the school clear evidence about condition and maintenance priorities. Portable shelters strengthened sports-day and event provision and reduced weather-related barriers. Renewed sand supported both active play and athletics activities.	A planned programme of inspection, prompt repair and routine checks will protect existing resources and reduce the likelihood of larger future costs. Portable shelters are reusable across sports days, competitions and festivals, and can be stored for future cohorts. Responsibility for checks and reporting will remain within normal school systems.	Invoices; annual inspection and repair reports; internal equipment checks; risk assessments; photographs; sports-day plans and off-site event documentation.	£5,757.29

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