





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

- 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)

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	**16% of pupils in KS2 can swim 25 metres.** Evidenced on SIMS Swimming assessment tracker based on information and data collected poolside with the swimming instructor.	Moving forward, our strategy will focus on inclusive excellence—tailoring our swimming provision to support our learners with bespoke water-confidence sessions, while providing booster blocks for upper KS2 where necessary to steadily drive up overall attainment.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	**16% of pupils in KS2 can use a range of strokes.** Evidenced on SIMS Swimming assessment tracker based on information and data collected poolside with the swimming instructor.	We are committed to increasing the percentage of pupils who can use a range of strokes effectively. Our strategy will focus on breaking down stroke mechanics into structured, bite-sized skill sessions. This will allow pupils to build the core coordination and confidence needed to smoothly transition between different strokes.
3. Perform safe self-rescue in different water-based situations	**16% of pupils in KS2 can perform safe self rescues.** Evidenced on SIMS Swimming assessment tracker based on information and data collected poolside with the swimming instructor.	Ensure pupils have the opportunity to build on their water safety skills to help support them perform safe self rescue in water based situations.

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	We implemented a highly tailored, bespoke CPD program explicitly designed to accelerate the instructional confidence and mastery of our ECTs across the PE curriculum. Expertly delivered by the Sports Hub Director, the program blended high-quality lesson modeling with collaborative team-teaching, providing staff with invaluable, hands-on pedagogical experience. A phenomenal secondary impact of this targeted teacher development was a measurable surge in student attainment, driving a clear and positive upward trend in the overall performance percentages of pupils across the participating classes. Secured specialist Bikeability training for our PE Cover Supervisor, building internal capacity to deliver high-quality 'how to ride' cycling sessions and boosting active travel opportunities for pupils. During a highly successful week of collaborative team-teaching CPD (4th–8th May 2026), our Sports Coach expertly modeled high-quality PE delivery for teaching staff. Robust feedback indicates a significant boost in staff capability. Teachers gained vital expertise in executing rapid warm-up recaps, setting clear behavior expectations, and utilizing technical PE vocabulary. Crucially, the sessions successfully upskilled staff in adaptive teaching mechanics, demonstrating how to dynamically differentiate tasks, address misconceptions in real time, and embed progressive challenges for all learners.	Building on the excellent success of our targeted ECT support, which significantly boosted staff confidence in a key area, our next strategic step is to scale this high-quality CPD school-wide. Delivering this training to the whole staff will ensure consistent teaching excellence and high confidence levels across all year groups.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We deliver an extensive, extra-curricular sports timetable operating Monday to Friday, both morning and afternoon, ensuring universal access for all pupils from Year 1 to Year 6. This also includes highly popular structured break and lunchtime football clubs, strategically timetabled across Key Stage 2 to maximize daily physical activity. To actively champion gender equality in sport, Friday break times are exclusively dedicated to Year 3–6 girls. This targeted initiative has successfully broken down barriers, fostering a highly encouraging, positive environment that inspires girls to engage in regular competitive and recreational sport. Reception pupils participated in a structured 'Learn to Ride' Bikeability course this academic year. This targeted initiative was implemented to boost early gross motor skills, core stability, and spatial awareness. The course successfully built fundamental cycling confidence in our youngest learners, ensuring they develop essential coordination skills and an early enthusiasm for active travel and outdoor physical activity. A targeted break-time intervention program was established. These sessions focused on reinforcing the rules of play, promoting good sportsmanship, understanding the consequences of unsporting behaviour, and establishing clear expectations for positive conduct. Participating pupils completed a reflective self-assessment detailing their key learnings and identifying specific behavioural changes they will implement in future sporting activities. We have strategically invested in premium playground sports equipment specifically curated to enrich break times. This targeted resource injection has significantly boosted daily active play, driving up engagement levels and promoting inclusive physical activity for all pupils A vibrant culture of achievement is celebrated weekly during whole-school assemblies through our prestigious Boys and Girls 'Sports Star of the Week' awards, elevating the profile of PE and motivating pupils across all year groups. Combining our inclusive after-school Mini Marathon clubs (Years 1–6) with the Daily Mile to dynamically boost physical endurance and enhance pupil mental wellbeing. Physical literacy and emotional resilience are seamlessly woven across our curriculum. Through dedicated 'Healthy Body, Healthy Mind' units in PSHE and Science, staff empower pupils with the vital knowledge to sustain healthy, active lifestyles.	Expanding our successful KS2 lunchtime model into Key Stage 1 to cultivate early engagement and passion for sports. Looking ahead to the next academic year, the school will implement an extracurricular Bike Club. This initiative is designed to ensure universal access to cycling education, guaranteeing that all pupils have the opportunity to learn how to ride a bike. By removing barriers to participation, the club aims to improve physical literacy, build personal confidence, and foster a lifelong enjoyment of outdoor physical activity. Next year, we will also focus on developing targeted physical activity pathways and enhanced provision for Pupil Premium, SEND, and behaviourally challenging children. By upgrading our adaptive sporting resources, we aim to dismantle barriers to participation. This initiative will use sport as a vehicle for whole-school improvement—boosting physical literacy, improving classroom focus, and ensuring fully inclusive access to active play for our most vulnerable learners.

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 related to PE, we are encouraging more pupils to enjoy movement and physical activity (Girls Sports award and Boys Sports award). An inspiring athlete visit is scheduled for Friday 15th May 2026, kicking off with a high-profile launch assembly to generate maximum excitement. During the main event, the elite athlete will lead pupils through an empowering fitness circuit, supported by motivational prizes to celebrate physical achievement. This initiative beautifully blends physical literacy with community spirit, as pupils have proactively raised sponsorship funds to support the event. Sports clubs taking place before school, after school, breaktimes and lunchtimes for pupils from Year 1 – 6.	We plan to formalize a regular schedule for pupil voice sessions. Actively capturing consistent student feedback will ensure our PE curriculum and extra-curricular offers remain highly engaging, student-led, and responsive to our pupils' interests.
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 – Dodgeball, Football, Multi Skills, tennis, mini marathon. Our Friday break-time Girls' Football Club stands as a highly successful, high-profile initiative that has transformed female participation. This dedicated, girls-only environment ensures our pupils feel completely secure, celebrated, and empowered to showcase their talents, confidently master new skills, and experience the pure joy of the game.	Expanding our extra-curricular timetable to include age-appropriate physical activity clubs for EYFS and KS1, fostering fundamental movement skills from an early age.
5. Increasing participation in competitive sport	Our MTP seamlessly embeds high-quality intra-competitions at the conclusion of every Key Stage 2 unit, successfully driving up participation in competitive sports and fully realising the core aims of the National Curriculum. This vibrant in-school tournament model serves as an excellent launchpad for pupils, allowing them to confidently sharpen their teamwork and tactical skills in a familiar environment.	To fully embed our updated Medium Term Plans (MTPs), we will utilize upcoming learning walks and PE lesson observations to support staff and celebrate the high-quality delivery of end-of-unit intra-school competitions. Building on our highly successful Key Stage 2 competitive sports calendar, our next exciting priority is to expand our provision by introducing age-appropriate competitive opportunities and local sports festivals specifically for KS1 pupils.

Aims for the next academic year (2025/2026)

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 25m	Pupils across Years 4–6 successfully participated in a structured swimming program, developing vital water safety awareness and progressive stroke proficiency. SEND Swimming taking place twice a week.	Going forward we will utilise a Year 6 baseline assessment to verify attainment and launch a targeted top-up swimming program, ensuring optimal support to boos end-of-KS2 water safety percentages.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of KS2, 16% of pupils could perform a safe self rescues.	
3. Perform safe self-rescue in different water-based situations	At the end of KS2, 16% of pupils could perform a safe self rescues. Years EYFS - KS2 took part in Drowning Prevention week (13th June – 20th June).	

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week and teachers are feeling confident to deliver these lessons.	Key Indicator 1: 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.
Focus on pupil voice and lesson observations to ensure High Quality Physical Education lessons are being delivered.	To ensure that all lessons and inclusive and all pupils are engaged. This will help gather evidence to create a bigger picture of PE as a whole.	Key Indicator 2: Raising the profile of PE and sport across the school, to support whole school improvement	Pupil voice carried out regularly to know the types of activities they enjoy. Lesson observations and feedback relayed back to staff. Extra curricular timetable and participation data. Competition timetable and participation data.
Provide regular intra school competition, as well as all pupils having an equal opportunity to take part in inter competitions against other schools. Competition formats to reflect needs of pupils.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	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.

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 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

	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.	Bespoke staff CPD for all class teachers on the topics that they need support in. Lessons will be modelled, team teachings will be carried out and updates will be relayed in staff meetings so all staff are up to date on PE. Ensure Complete PE annual membership is paid to ensure teachers can access HQ planning and supporting resources. PE resources updated to enable HQ teaching to take place.	We are committed to elevating teaching standards by embedding deep confidence across our staff team. Our goal is to equip every teacher with the skills and assurance needed to independently plan, adapt, and assess high-quality PE lessons that inspire all pupils.	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)	Successful team-teaching CPD across Y1, Y3, and Y5 significantly boosted staff competence. Teachers confidently adopted high-impact strategies for formative assessment, rapid prior-learning recaps, and adaptive differentiation, while enriching lessons through technical PE vocabulary and explicit cross-curricular links to Mathematics.	Teachers who participated in the team-teaching program now possess the expertise to deliver high-quality PE autonomously. Continued CPD can come from sharing good practice in school and using Complete PE.	Staff confidence surveys and lesson observation reviews.	**Total = £1840**

Your objective: Raising the profile of PE across the whole school

	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 pupils are engaged with PE across the school and enjoy staying active. Focus on pupil voice and lesson observations to ensure High Quality Physical Education lessons are being delivered.	• Increase the number and range of activities and clubs on offer (Pupil Led Games, dodgeball, games, dance. Parent and child fitness club.) • Continue provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 play leaders. • Extra curricular timetable and participation register • Design a google form for KS2 to complete which will track the amount of activity pupils' access outside of school. • Equipment and resources to be purchased for facilitation of activity with play leaders and independent active play. • Use leadership ideas from Complete PE. • Purchase bikes for EYFS provision	We hope to see all children having the opportunity to stay active in the playground through the equipment or clubs provided.	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.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Building upon our previous provision, this year marks a significant increase in our active school day offering. Through the addition of dedicated lunchtime and break time clubs, we have successfully optimized our timetable to ensure children have continuous access to high-quality physical activity throughout the week. Google form has been created for KS2 to track the amount of activity pupils' access outside of school. From this form we	Embedding a diverse range of sports clubs to cultivate lifelong engagement in PE, strategically targeting and supporting pupils who may have limited access to physical activity outside of school.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime activity plan/rota.	**Total = £3,523.88**

Your objective: Develop competition

	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.	We aim to embed competitive sport seamlessly into our curriculum by structuring the final lesson of every KS2 unit as an exciting intra-school tournament between classes, maximizing student engagement and elevate the profile of competitive sports. We are committed to broadening our external sporting opportunities, actively securing pathways for pupils to represent the school in high-quality inter-school fixtures and tournaments.	To guarantee total inclusivity, we will proudly sustain our 100% participation rate across our end-of-unit intra-house tournaments and our annual whole-school Sports Day celebration, ensuring competitive sport is accessible to all.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Our pupils have taken part in 5 competitions this year: - Year 5 and 6 Girls Football - Year 5 and 6 Boys Football - Year 5 and 6 Boys tag rugby - Year 3 and 4 Dodgeball We also had 5 pupils with SEND taking part in these competitions.	Competition will be imbedded as a normal element of learning through continued access to house competitions in class/lesson time at the end of units. Complete PE supports this set up and guides teachers.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school, external venues and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.	**Total = £9,941.57**

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

	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.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term.	Swimming assessment reports and data.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Our upcoming focus is to maximize end-of-KS2 swimming outcomes through timely, data-led interventions. We are establishing a streamlined pathway where top-up swimming sessions will be booked after standard lessons finish, ensuring no momentum is lost and pupil confidence is rapidly built.	Sustainability is achieved by embedding this rapid-response intervention model into our annual school calendar. Standardising the immediate transition from core lessons to pre-booked top-up sessions creates a permanent, repeatable system that ensures all future cohorts benefit from immediate momentum and rapid confidence building.	Swimming assessment reports and data collected by teachers and swimming instructors.	**Total £5,885**

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