



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	83% of pupils in year 6 can swim 25 metres Assessments and data based on information and data collected poolside with swimming teacher.	WE would like this data to be at least 90% this year. Assessments based on information and data collected
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	91% of pupils in year 6 can use a range of strokes effectively Assessments and data based on information and data collected poolside with swimming teacher.	
3. Perform safe self-rescue in different water-based situations	100% of pupils in year 6 can perform safe self rescues. Assessments and data based on information and data collected poolside with swimming teacher.	

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 attended high-quality CPD, including Y1 and Reception training on the EY's Motor Screening Programme. This provided resources to accurately assess children's motor competency using the baseline tool, allowing targeted interventions for those who required additional support. This helped ensure all children could access PE lessons and physical activity confidently. • The PE Lead attended the <i>Assessment in Progression</i> course, which enhanced knowledge of effective assessment strategies, understanding of expected standards across key stages, and how to use the PE Passport app to evidence teaching and learning. • The Play Team received <i>Playworker Essentials</i> and <i>RAPID</i> training to strengthen consistency, knowledge, and the quality of active play opportunities during breaktimes. • Staff who attended specific PE unit training successfully embedded and applied what they had learned within their lessons, improving the overall quality of PE provision.	• Resources for the Motor Screening Programme were not received until Summer 1, meaning the baseline assessment process was delayed and time-consuming. This limited the opportunity to fully embed the programme and deliver interventions throughout the year. Next year, baseline assessments will be completed in September to enable earlier intervention and sustained progress. • Although some staff used the PE Passport app effectively to evidence teaching and learning, this practice was not consistent across all classes. Further support and monitoring are needed to ensure whole-school implementation. • The Play Team requires ongoing support to ensure <i>RAPID</i> training remains up to date and that <i>Playworker Essentials</i> strategies are consistently applied, maximising children's physical activity during breaktimes. • Some staff have identified areas of PE in which they feel less confident; further CPD opportunities should be provided to strengthen subject knowledge and confidence across the staff team.

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?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	- All children accessed OPAL playtimes, which provided a varied and inclusive offer enjoyed by all pupils. The initiative has been highly successful, with children showing greater engagement, activity levels, and happiness during playtimes. - Evidence from Sports Council discussions and pupil voice questionnaires highlighted that pupils enjoy OPAL and feel more active and included. - First aid and behaviour incidents have reduced dramatically, indicating that children are happier and more positively engaged in purposeful play. - A successful Stay and Play session with parents promoted family engagement and understanding of active play. - Some teachers made effective use of cross-curricular orienteering to encourage active lessons and promote daily physical activity across the curriculum. - High participation in sport: 93% of KS2 children and 53% of KS1 children represented the school in at least one sporting event during the year. - Inclusive participation: 60% of SEND pupils represented the school in a sporting event, demonstrating strong inclusion and opportunity for all. - The school attended 39 sporting events last year, giving pupils a wide range of competitive and festival experiences. - Successful running club established	- The introduction of Reception children into the OPAL play programme required additional transition and support to help younger pupils adjust to the new play routines and expectations. - Not all classes are yet making regular use of the cross-curricular orienteering resources; staff confidence and familiarity vary. A refresher CPD session is needed to ensure all teachers can embed active learning effectively. - While participation in sports events was strong, there is a continued aim to increase pupil representation further — targeting 75% of all pupils and raising the percentage of SEND children who take part in school sports and competitions.

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	• Staff confidence in teaching PE has improved as a result of high-quality CPD opportunities. Staff who attended specific PE unit training successfully embedded their learning into lessons, leading to improved quality of teaching and greater consistency across classes. • Regular celebration assemblies highlighted children's sporting achievements both in and out of school, promoting a sense of pride and motivation amongst pupils and staff. This also raised the profile of PE and encouraged teachers to celebrate physical success more widely.	• Not all staff have yet accessed CPD in areas of PE where they feel less confident; a more targeted professional development plan would ensure all teachers are confident in delivering high-quality PE lessons across all strands. • The school would like to increase the number of children achieving the recommended 60 minutes of daily physical activity, through both active learning opportunities in lessons and enhanced activity during break and lunchtimes.
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	• The school continued to offer a wide range of sporting opportunities outside of school, giving pupils the chance to participate in different sports and activities throughout the year. • The School Sports Partnership (SSP) offer provided inclusive opportunities that catered to both able and competitive pupils as well as those who are less active or less confident. • This inclusive approach has ensured that a broader range of children have been able to access and enjoy sport, leading to increased participation levels. • As a result of the SSP offer, 93% of KS2 pupils and 53% of KS1 pupils took part in physical activity opportunities outside of school during the year.	• There is a need to broaden the school's own extracurricular sports offer by providing and promoting more after-school clubs delivered on site. • Offering a wider range of in-school extracurricular activities would allow more children to participate regularly, particularly those unable to attend external events or clubs.

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?
5. Increasing participation in competitive sport	- The school achieved excellent success in competitive sport this year. Both the Year 5/6 and Year 3/4 athletics teams won their respective Pendle athletics competitions and went on to represent Pendle at the Lancashire Athletics Finals - Participation levels in competitive sport remain strong, with a wide range of pupils representing the school across numerous events and competitions throughout the year.	- The school experienced difficulties attending some daytime sports events due to staffing capacity and transport challenges, which limited participation in a few competitions. - Going forward, the school will explore alternative solutions, such as adjusting staffing arrangements, to ensure continued access to a broad range of competitive opportunities.

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	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Embed the EYFS Motor Screening Programme to identify and support children's physical development from the start of the year.	To improve pupils' motor competency, coordination, and readiness for PE lessons.	Key Indicator 1 – The engagement of all pupils in regular physical activity.	Motor screening baseline data, intervention records, PE Passport tracking, lesson observations.
Provide regular opportunities for pupils to be physically active throughout the school day.	To help all pupils achieve 60 minutes of daily activity, improving focus, wellbeing, and fitness.	Key Indicator 1 – The engagement of all pupils in regular physical activity.	OPAL monitoring logs, active learning timetables, lunchtime activity records, pupil voice.
Provide targeted CPD to increase staff confidence, knowledge, and skills in teaching PE.	To ensure all staff deliver high-quality, consistent PE lessons and accurately assess pupil progress.	Key Indicator 3 – Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	CPD logs, staff feedback, lesson observations, PE Passport usage reports.
Offer a wider range of in-school and extra-curricular sports opportunities.	To engage more pupils, including less active and SEND children, in varied physical activities.	Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.	Club registers, participation data, pupil voice, inclusion tracking.

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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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:



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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)	Embed the EYFS Motor Screening Programme to identify and support children's physical development from the start of the year.	Train EYFS staff to deliver the motor screening baseline in September. Use results to identify children needing intervention and plan targeted support. Monitor progress termly and adapt interventions as needed.	Improved motor competency and coordination for all EYFS and KS1 pupils. Children more confident and physically ready to take part in PE and active play. Early intervention ensures all pupils can access PE successfully.	Motor screening baseline data, intervention plans, lesson observations, PE Passport tracking.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	Increase opportunities for all pupils to be physically active throughout the school day.	Further develop OPAL play to promote active, inclusive playtimes. Provide structured lunchtime activities led by play leaders. Encourage daily active learning opportunities such as cross-curricular orienteering and movement breaks in classrooms.	All children achieving at least 60 minutes of daily activity. Happier, more engaged pupils with improved focus and fitness. Reduction in sedentary behaviour during the school day.	OPAL monitoring logs, play leader records, pupil voice surveys, active learning timetables.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	Provide targeted CPD to increase staff confidence, knowledge and skills in PE.	Offer staff CPD based on identified needs (e.g. gymnastics, dance, assessment). Deliver refresher sessions on using PE Passport effectively. Provide mentoring and peer observation opportunities.	Confident staff delivering high-quality PE lessons across all areas. Consistent use of assessment and improved pupil outcomes. Greater staff engagement in promoting physical activity.	CPD logs, staff feedback, lesson observations, PE Passport usage reports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	Broaden the range of sports and activities available for all pupils.	Continue working with the School Sports Partnership to access a range of festivals and events. Introduce new after-school clubs and alternative sports to engage less active and SEND pupils.	Increased participation in different types of physical activity. Pupils discovering new interests and building confidence. Improved inclusion and enjoyment for all.	Club registers, participation tracking, pupil voice, photos and event records
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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