

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](#)

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
Plan and monitor (Complete now and monitor)	To further develop the quality and level of activity in class PE lessons across all year groups, and to increase activity levels for our pupils with the highest levels of SEND.	PE Lead practitioner to be released regularly to provide a range of staff CPD (training, lesson observation and feedback, lesson modelling, team teaching, guidance on adapting lessons) in order to effectively embed the new PE scheme of work- Next Steps in PE- across the school. PE Lead practitioner to monitor lessons and provided supportive feedback and next steps to staff. PE lead to facilitate sharing of best practice between staff. Purchase additional equipment to ensure that staff feel fully enabled to implement the PE scheme. SENDCo to research best way to improve activity levels in the Hive (alternative provision) and to organize external training for Hive staff.	Increased teacher confidence to deliver the Next Steps in PE scheme. Increased pupil enjoyment and activity levels in lessons. Improved fitness levels of pupils.	Through lesson observations, staff feedback and pupil interviews. Start and end of year fitness data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff feedback, monitoring and lesson observations show that all teachers (and teaching assistants where used) feel that lesson learning objectives and planning are clear and accessible and that they are confident and enjoy teaching PE. Lesson observations show that staff are now more effective in developing skills progression and key vocabulary while still maximizing levels of pupil activity in the lessons. All SEND support staff (8 teaching assistants) received external training to plan and implement Sensory Circuits for pupils with significant additional needs (see below).	We have a very stable staff cohort so developing quality first teaching skills has a lasting impact. Equipment needed to implement the scheme will be regularly checked and renewed when needed to support the high quality lessons. The PE Lead will continue to monitor her subject across the school.	Lesson observation records and whole school overview by PE lead showed that all PE lessons were fun, active and highly engaging for all pupils. Lessons had clear learning objectives and skills were modelled and effectively taught and extended. Pupil interviews showed that pupils prefer the new scheme and the vast majority of children rate PE as one of their favourite lessons. Staff feedback shows that all staff feel more confident to teach PE well and they enjoy PE more than with the previous scheme.	£2750 –CPD costs £3220 – PE leader release £2250 PE resources to support SoW

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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)	To increase pupil fitness through engagement in regular physical activities and to develop awareness of the place of exercise in a healthy lifestyle.	Staff CPD on whole class regular fitness development. Purchase of equipment. SEND staff CPD- Sensory Circuits? Employ an additional ,midday supervisor to implement active play. Training of midday supervisors on running active games/ sports. Purchase of equipment to provide active opportunities that engage pupils, particularly those groups that are least active.	Baseline and end of academic year fitness measures will show improved fitness across all groups of pupils. Pupils report that they are more active at lunchtimes and enjoy them more. Midday supervisors are confident to implement activities. All classes committed to regular daily exercise.	lunchtime observations, pupil questionnaires around how they spend their playtimes and feedback from pupil learning councilors. Fitness outcomes
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Provision of new equipment, training of Midday Supervisors and employing an additional adult to focus on playtime activity have all increased pupil activity at outdoor playtimes. Children are engaged and request equipment from staff. 11 pupils with a high level of SEND (accessing our alternative provision) have participated in 2 x 30 minutes/ day of physical activity (Sensory Circuits) well matched and adapted to their interests, needs and abilities. Pupils in all year groups have taken part in regular (2-3 times/ week) fitness activities such as skipping and running/ walking around the playground. Baseline and summer fitness checks were carried out for all pupils and showed significant improvement in all classes.	Through continuing to regularly review pupils experiences by lunchtime observations, pupil questionnaires around how they spend their playtimes and feedback from pupil learning councilors. Planning and implementing next steps based on information gathered.	Staff CPD to fully embed the Next Steps in PE scheme has ensured that pupils are much more active in all PE lessons than they were under the previously used scheme. This was clearly seen in lesson observations and through pupils interviews. Pupils in all year groups have taken part in regular (2-3 times/ week) fitness activities such as skipping and running/ walking around the playground. Baseline and summer fitness checks were carried out for all pupils and showed significant improvement in all classes.	Training mid-day supervisors £525 Contribution towards Midday Supervisor cost for support physical activity at lunchtime: £2000

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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)	To raise the profile of sport and PE in school and therefore inspire pupils to take part and improve.	Sports Ambassadors trained by PE Lead to implement sporting activities at lunchtimes. Introduction of PE Excellence Award- celebrated each week and certificate awarded. Introduction of 'Falcons 50 things' to engage pupils and parents/carers and encourage a more active lifestyle at home. Inspiring sports assemblies.	Pupils are keen to talk about learning in PE and sporting clubs and are keen to improve their performance. PE is celebrated throughout the school. Families engage in more sporting/ active pastimes and share these with school.	Pupil interviews Uptake in clubs Staff feedback Class Dojo photos from home.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Both sport and PE are more valued by pupils, including girls, disadvantaged and those with SEND. and they are keen to talk about their learning and achievements. Many pupils share achievement and awards gained outside school. House points system and rewards have been used to motivate pupils to participate in sporting activities and events. Pupil Learning councilors gathered feedback from their classes on what activities and equipment pupils would like for outdoor play and what sporting clubs they would like us to run in school. All children attended inspirational assemblies led by external sports coaches to encourage a healthy lifestyle, e.g. skipping and biking to school. All classes participated in a Gatka showcase and coaching session. High level of family participation in '50 Things' and achievement celebrated in weekly assemblies.	Yes, through continuing to place high importance on physical activity and celebrating pupil success.	Parent feedback Pupil interviews Class Dojo records PE Newsletter	£1150

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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)	To increase participation of all pupils, including disadvantaged and SEND, in extra-curricular active clubs.	Encourage pupils who do not naturally see themselves as 'sporty' or struggle with fitness to find a club that they enjoy. Run some clubs at lunchtime to allow pupils travelling on the school bus, or those with evening religious commitments, to participate. Disadvantaged pupils (whether in receipt of pupil premium or not) will have club costs subsidized or paid for by school. Looked after pupils will have free access to clubs and participation monitored. Pupils with high levels of SEND will have 1:1 support provided so that they can access appropriate active clubs at their level. Sports coaching opportunities.	More pupils engaging in extra-curricular active clubs, due to barriers to participation being overcome.	Club monitoring data Pupil interviews.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	A wide range of active clubs were accessed by pupils : Gymnastics, Boxing, Dance, Football, Fun Fitness, Skipping, Gatka. Monitoring showed that there was really good uptake of these clubs by girls, disadvantaged pupils, and pupils with SEND. We ensured this through a range of pro-active strategies. All Year 4 pupils have undertaken 6 weeks of hockey coaching by an external coach. Pupils in all year groups participated in Sustrans workshops to develop their biking skills.	Yes through sustained allocation of funding.	Club records	£2500 (full or subsidized extra curriculum activities). Resources: £300

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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)	To develop opportunities for pupils to take part in competitive sport, particularly by developing more competitions within school.	Continuing to develop a competitive and inclusive Sports Day. Staff to run in-school competitions based around the sport taught in the PE scheme. Support will be provided by PE Lead. Participation in SPANN events calendar.	Pupils develop skills in team sports and in positive sporting behaviour. Pupils enjoy participation in competitions. Achievement is celebrated, particularly for those pupils for whom this is their strength.	Staff feedback House competition results Pupil interviews
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Sports Day was been successfully adapted to provide a balance between individual competition and team competition, while being fully inclusive for all our pupils, including those with significant SEND. Teachers, guided by the PE Lead practitioner, ran a wide range of in-school competitive sporting events across the year, e.g. table tennis and dodgeball, which fed into the House points system. Pupils were excited to take part in these. The Early Years leader designed a programme of simple competitive team games appropriate for Reception children. Children were supported to develop the ability to organize these for themselves and participate in groups. Reception teaching assistants and midday supervisors were trained to embed this initiative into lunchtime play. Groups of pupils attended Inspire Together Programme events.	We need to fully embed this into our PE provision.	Pupil interviews and Pupil Learning Council feedback showed that pupils have enjoyed competing in different sports. Pupils can also talk about how they are developing their understanding of positive sporting behavior, e.g. how to cope with losing. Photos/ pupil feedback from SPANN events.	£750 Medals, certificates and resources Inspire Together Membership £1850 Transport: £1200 Interventions: £915

Review of the last academic year (2025/2026)



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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	This cohort had a very low baseline of swimming ability, with a very high number of non-swimmers, many of whom had never been in a pool before school swimming lessons. At the end of Year 6, 25 out of 40 pupils, 63%, had achieved or were very close to achieving the expected standard of 25m. 70 % of 10 disadvantaged pupils (including LAC) achieved this standard. 60% of pupils with SEND achieved this standard. This included one pupil with an EHCP and significant needs in communication and language and in cognition and learning, who had additional 1:1 adult support in lessons. 93% of all Year 6 pupils, 100% of disadvantaged and LAC pupils, and 80% of pupils with SEND, were at least beginning to swim independently without flotation equipment.	3 pupils still required flotation equipment at the end of Year 6. However, they made significant progress in overcoming their fear of water, swimming with a float and understanding water safety.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	13 pupils, 33% have achieved this higher level in swimming as shown in records from swimming pool coaches.	
3. Perform safe self-rescue in different water-based situations	ALL pupils learned and were able to do this, at a level appropriate to their swimming ability.	Based on recent local water based tragedies, we should have greater emphasis on this going forwards. In future, work back in school and pupil interviews could be used to monitor how well children understand how to apply this learning in different situations.

Review of the last academic year (2025/2026)



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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	The PE Lead practitioner, in collaboration with SLT, has provided a range of staff CPD (training, lesson observation and feedback, lesson modelling, team teaching, guidance on adapting lessons) in order to effectively embed the new PE scheme of work- Next Steps in PE- across the school. Staff feedback, monitoring and lesson observations show that all teachers (and teaching assistants where used) feel that lesson learning objectives and planning are clear and accessible and that they are confident and enjoy teaching PE. Lesson observations show that staff are now more effective in developing skills progression and key vocabulary while still maximizing levels of pupil activity in the lessons. All SEND support staff (8 teaching assistants) received external training to plan and implement Sensory Circuits for pupils with significant additional needs (see below).	Reception Lead practitioner feels that the Early Years part of the scheme would benefit from greater clarity in skills development and planning. PE and Reception leads will continue to jointly develop this, in collaboration with the 'Next Steps in PE' team.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Staff CPD to fully embed the Next Steps in PE scheme has ensured that pupils are much more active in <u>all</u> PE lessons than they were under the previously used scheme. This was clearly seen in lesson observations and through pupils interviews. Pupils in all year groups have taken part in regular (2-3 times/ week) fitness activities such as skipping and running/ walking around the playground. Baseline and summer fitness checks were carried out for all pupils and showed significant improvement in all classes. 11 pupils with a high level of SEND (accessing our alternative provision) have participated in 2 x 30 minutes/ day of physical activity (Sensory Circuits) well matched and adapted to their interests, needs and abilities. Provision of new equipment, training of Midday Supervisors and employing an additional adult to focus on playtime activity have all increased pupil activity at outdoor playtimes. This has been evidenced through monitoring by SLT and through pupil interviews.	Baseline and end of summer fitness data has not yet been analysed in depth. This information will allow us to shape next year's provision for whole school, groups and individuals.

Review of the last academic year (2025/2026)



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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	Sports Ambassadors trained by PE Lead to implement sporting activities at lunchtimes. Introduction of PE Excellence Award- celebrated each week and certificate awarded. Introduction of 'Falcons 50 things' to engage pupils and parents/carers and encourage a more active lifestyle at home. 50 Things achievement celebrated in weekly assemblies. House points system and rewards have been used to motivate pupils to participate in sporting activities and events. Pupil Learning councilors gathered feedback from their classes on what activities and equipment pupils would like for outdoor play and what sporting clubs they would like us to run in school. All children attended inspirational assemblies led by external sports coaches to encourage a healthy lifestyle, e.g. skipping and biking to school All classes participated in a Gatka showcase and coaching session.	Many of our best pupil sporting leaders haven't participated as ambassadors as they didn't want to give up their own free time. We have therefore just designed a different model of pupils leading active play at lunchtimes, which we feel will be more effective at motivating and engaging children in all year groups.

Review of the last academic year (2025/2026)



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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?
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.	A wide range of active clubs were accessed by pupils : Gymnastics, Boxing, Dance, Football, Fun Fitness, Skipping, GATKA. Monitoring showed that there was really good uptake of these clubs by girls, disadvantaged pupils, and pupils with SEND. We ensured this through a range of pro-active strategies: • We encouraged pupils who did not naturally see themselves as 'sporty' or struggled with fitness to find a club that they enjoyed. • We ran some clubs at lunchtime to allow pupils travelling on the school bus, or those with evening religious commitments, to participate. • Disadvantaged pupils (whether in receipt of pupil premium or not) had club costs subsidized or paid for by school. • Looked after pupils had free access to clubs and all participated fully. • Pupils with high levels of SEND had skilled 1:1 support provided so that they could access appropriate active clubs at their level. All Year 4 pupils have undertaken 6 weeks of hockey coaching by an external coach. Pupils in all year groups participated in Sustrans workshops to develop their biking skills.	
5. Increasing participation in competitive sport	Sports Day has been successfully adapted to provide a balance between individual competition and team competition, while being fully inclusive for all our pupils, including those with significant SEND. Teachers, guided by the PE Lead practitioner, ran a wide range of in-school competitive sporting events across the year, e.g. table tennis and dodgeball, which fed into the House points system. The Early Years leader designed a programme of simple competitive team games appropriate for Reception children. Children were supported to develop the ability to organize these for themselves and participate in groups. Reception teaching assistants and midday supervisors were trained to embed this initiative into lunchtime play. Groups of pupils attended Inspire Together Membership events.	There are a number of factors that make it difficult to compete against other schools, apart from through the Inspire Together Programme, but we continue to work on this.

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