



# PE and sport premium monitoring and tracking form *2025/2026*



Commissioned by



Department  
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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	97% achieved 25m. Evidenced from data received from swimming teacher.	Aim for 100%.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	95% achieved range of strokes. Evidenced from data received from swimming teacher.	Aim for 100%.
3. Perform safe self-rescue in different water-based situations	0% achieved self-rescue. Evidenced from data received from swimming teacher.	Difficulties with the requirements of the safe-rescue award. Capacity to deliver when 25m is the priority.

## 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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>New curriculum document provides a clear foundation for planning and teaching PE lessons.</p>	<p>Time for staff to join lessons with Sports Coach inconsistent. Opportunities to develop staff core teaching skills for PE limited.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Many pupils across the ability spectrum attended a range of competitive and non-competitive events.</p> <p>Range of events covered many groups: for example, girls-only events, SEND Sports Festivals, Sports Week sessions.</p>	<p>Regular physical activity could be more embedded in the school day, i.e. movement breaks, daily activity sessions, active breaktimes.</p>

## 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?
<p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Pupil Voice showed that PE remains popular and engaging for students across school.</p>	<p>We would like more successful results to share with the school and in turn raise the profile of PE/Sport.</p>
<p><b>4.</b> 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</p>	<p>Attended multiple girls-only and boys-only events.</p> <p>Attended multiple SEND-focused events.</p>	
<p><b>5.</b> Increasing participation in competitive sport</p>	<p>Lingfield Trust events provided additional opportunities (on top of Middlesbrough events) to participate in competitive events.</p>	<p>We would like more successful results to share with the school and in turn raise the profile of PE/Sport.</p>

# 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	Currently, 43% of Y5 and Y6 pupils can swim 25m.	Top up swimming necessary for those who have not yet achieved 25m.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Currently, 34% of pupils can use a range of strokes effectively.	Top up swimming sessions to increase percentage.
3. Perform safe self-rescue in different water-based situations	Currently, 13% of pupils could perform a safe self rescue.	Top up swimming sessions to increase percentage.

## 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:** Improve swimming outcomes in all 3 areas.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Improve swimming outcomes in all 3 areas.	<ul style="list-style-type: none"> <li>Continue top-up swimming sessions.</li> <li>Robust monitoring to support groupings.</li> </ul>	<ul style="list-style-type: none"> <li>A higher percentage achieving 25m.</li> <li>Some children completing the rescue objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Swimming Data from pool (11/2025).</li> </ul>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)				

**Your objective:** Embed more physical activity in daily timetable (additional to timetabled PE lessons).



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Embed more physical activity in daily timetable (additional to timetabled PE lessons).	<ul style="list-style-type: none"> <li>• OPAL Programme for active play at break and lunchtime.</li> <li>• Movement breaks during longer learning sessions.</li> <li>• More opportunities for pupils to move as part of routine lessons.</li> </ul>	More pupils moving more often and in different ways throughout the day.	OPAL Planning documentation
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)				

**Your objective:** Increase successful participation in sports events- competitive and non-competitive.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	Increase successful participation in sports events- competitive and non-competitive.	Investigate intra-school options for lower-stakes competitions.	More children participating in sports events, with competitive elements incorporated successfully.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)				