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)

- 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.*

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	**20%** of Year 6 pupils swam 25m competently, confidently and proficiently.	A small group did not yet meet the 25m standard and lacked stamina/confidence in deep water.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	**10%** of pupils used a range of strokes effectively, including front crawl, backstroke and breaststroke.	Some pupils could complete 25m but still needed refinement in stroke efficiency.
3. Perform safe self-rescue in different water-based situations	**2%** of pupils demonstrated safe self-rescue skills in different water-based situations.	Gap is due to pupils not attendance during the swimming sessions to be assessed in this criteria.

Review of the last academic year (2024/2025)

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 confidence improved through PE lead support, shared planning, CPD and use of progressive schemes of work. Lesson observations and teacher assessment showed stronger subject knowledge, clearer modelling and more consistent assessment across year groups.	Further CPD is needed in a range of sports so all staff feel equally confident teaching more technical units. New staff also require induction into assessment expectations and adaptive PE approaches. This will be built into the 2025/26 CPD plan.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Daily activity increased through structured play zones, targeted equipment, active lunchtime leaders and a wider range of clubs. Behaviour incidents reduced as zoning became embedded. Pupil voice showed stronger engagement at playtimes, especially for younger pupils and SEND pupils. Lesson resources improved participation and supported inclusive, skill-based activities.	Small number of least-active pupils remained harder to engage in sustained lunchtime activity and clubs. Pupil voice suggests they prefer social, non-traditional and choice-led activities. Changes will be looked to be embedded with new activities introduced to aim to gage these pupils.

Review of the last academic year (2024/2025)

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	PE and sport were celebrated through assemblies, newsletters, displays, Sports Day, house events and DRET competitions. Pupils spoke positively about representing school and celebrating personal progress. Links between PE, behaviour, resilience and teamwork supported wider school improvement priorities.	The school can further raise the profile of physical activity by sharing more regular updates with families and celebrating achievements outside school. Pupil leadership/sport leaders could be used more consistently to promote active lifestyles across year groups.
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 accessed a broad and inclusive range of sports across the year through inter and intra-school sport events across a wide range of sports. Adaptations and targeted equipment enabled SEND pupils to participate fully. Provision promoted equal access for boys and girls.	Future provision will look to increase girl participation numbers. During intra school events there will be dedicated SEND and girl sessions.
5. Increasing participation in competitive sport	Participation in competitive sport increased through inclusive intra-school events, inter-school fixtures and DRET trust competitions including Summer Cup, Primary Cup and Champions Cup. Pupils experienced competition in a positive environment, developing teamwork, resilience, tactics and confidence.	Competition data shows strong participation overall, but the school will continue to broaden representation so more girls, SEND pupils and disadvantaged pupils access competitive opportunities.

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
Improve staff confidence and consistency in PE teaching	Improve confidence in staff with PE delivery and further CPD will secure consistency in a range of sports and assessing of pupils ability.	1	Staff voice, CPD records, lesson visits, PE assessment data.
Increase engagement of girls and least-active pupils	Pupil voice and club registers show some girls are less likely to join clubs or active play. Targeted provision will improve equity.	2, 4	Club registers, pupil voice, lunchtime observations, participation tracker.
Develop active and inclusive playtimes	Zoning and activity leaders reduced incidents and increased purposeful play. Further development will embed sustainability.	2, 3	Behaviour logs, playtime observations, activity leader records, pupil surveys.
Broaden competitive opportunities for all pupils	DRET competitions were successful; the next step is to increase class-level and development competitions for underrepresented groups.	5	Competition registers, team sheets, event calendar, photos/newsletters.
Raise the profile of PE and sport across school	Celebration improves confidence, belonging and attitudes. More frequent communication will strengthen the school sport culture.	3	Assemblies, newsletters, displays, pupil leadership evidence, governor monitoring.

Aims for the next academic year (2025/2026)

- 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

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	2025/26 aim: increase is achievement percentage for this key target. 30% was achieved for 2025-26.	Identify pupils who lack water confidence early.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	2025/26 aim: 48% Have a higher number of pupils who can perform multiple strokes. 15% was achieved for 2025-26.	Progress will be evidenced through provider feedback and teacher records.
3. Perform safe self-rescue in different water-based situations	2025/26 aim: Maintain high levels. 16% was achieved for 2025-26.	Communicate with local provider to see how we can promote water safety in the school.

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

Objective 1: Staff CPD and high-quality PE

	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 staff confidence, knowledge and consistency in teaching PE, with a focus on selected sports from the teaching staff and adaptive practice for SEND pupils.	PE lead/PE support staff to deliver staff CPD on lesson structure, adapting for pupils and selected sports. Use shared planning and assessment framework. New staff induction into PE expectations.	Teaching is more consistent across school. Staff confidently adapt lessons to ensure all pupils are involved and use assessment to plan next steps.	CPD logs, staff voice surveys, lesson observations, assessment data, planning scrutiny, pupil voice.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Staff confidence increased, particularly in adapting PE for SEND pupils. Lesson visits showed clearer modelling and stronger progression. 5 teachers received direct support with team teach model from sport specialist. Teacher assessment showed more pupils meeting expected outcomes. 16 PE lessons supported or modelled by sport specialist support staff. Online CPDs created for teachers to utilise for future academic years on a wide range of sports, STTEP model and sensory circuits.	CPD resources, shared planning and peer coaching will remain in place. CPD opportunities will continue to be provided to schools to ensure curriculum is delivered well.	Learning walk notes. PE assessment outcomes; examples of adapted lesson plans.	Internal CPD learning and development - £2358 Inter school development sessions - £1058 CPD online training and resources - £1515 Total - £4931

Objective 2: Engage girls and least-active pupils

	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 participation of girls and least-active pupils in regular physical activity, clubs and active playtimes.	Use pupil voice to identify preferred activities. Ensure all girls feel welcomed to any extra curricular events. In intra-school events allocate girl only sessions to specifically target girls who are least active or impacted by boy participation. Target invitations to least-active and SEND pupils.	Club and enrichment registers will show broader and more representative participation. An improvement in girl and SEND pupils involved in sport enrichment opportunities.	Club registers, pupil voice, participation tracker, lunchtime observations, case studies for targeted pupils.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	120 girls and 35 PP, 68 SEN, 59 EAL and 3 LAC had some form sports enrichment this academic year. Pupil voice reported enjoyment of events and when suggesting they didn't enjoy events pupils remained engaged in activities. Equipment purchased has also been used to help improve and maintain PE lesson delivery across a range of sports.	More girls, SEND and inactive pupils engaged throughout the academic year. We will continue to deliver intra-school sport events in the same manner as this allowed us to reach more pupils than in the previous year.	Termly participation data; targeted pupil case studies; survey responses; photographs and club registers.	Internal competitions - £1760 Membership fees and school sports partnerships- £400 Attending events - £1611 DRET Events - £4074 External coaching staff - £1499 (funding for this also came from core budget). All of above is including cost of providers, logistics and commodities. All of above is costs relating to objectives 2,4 and 5

Objective 3: Active and inclusive playtimes

	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)	Develop structured, inclusive lunchtime provision so more pupils are active every day and behaviour incidents continue to reduce.	Embed playground zones and clear routines. Train midday supervisors and activity leaders. Purchase durable inclusive equipment. Monitor engagement and behaviour incidents.	Pupils access a wider range of inclusive activities. Behaviour incidents reduced with the implementation of activities.	Pupil/staff voice, activity leader records, equipment audits.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Playtimes became more purposeful and productive. Zoning supported behaviour, equipment increased inclusive participation. Active playtimes are helping to improve skill acquisition in PE lessons. Equipment purchased has also been used to help improve and maintain PE lesson delivery across a range of sports.	Equipment is durable and reusable. Routines are embedded as part of the daily school culture.	Pupil surveys; supervisor feedback; observation records; equipment audit. PE assessment sheets on pupils skill acquisition.	£1796 equipment and resources for the playground provision.

Objective 4: Broaden inclusive PE and enrichment

	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 a broader, more equal offer of sports and physical activities so all pupils experience success, including SEND, disadvantaged pupils, girls and pupils who do not identify with traditional team sports.	Include and adapt sports to make inclusive for all to take part in. Use adapted equipment and differentiated tasks. Offer enrichment days and taster sessions. Attend Northampton School Games offer events. Track uptake by group.	Pupils access a wider range of activities and can identify sports they enjoy. SEND and disadvantaged pupils participate more confidently. Boys and girls have equal access to clubs and events.	Curriculum map, club registers, SEND adaptations, pupil voice, photos, enrichment event records.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	14 sport enrichment opportunities provided with 4 based around Girl and SEND participation. 120 girls and 35 PP, 68 SEN, 59 EAL and 3 LAC pupils provided with sports enrichment opportunities this academic year. 9 sport clubs delivered this academic year.	Curriculum mapping, adapted resources and staff knowledge will remain in place. Successful clubs will be repeated and refined using pupil voice each year.	Participation tracker; examples of adapted activities; pupil voice; club and festival registers; PE assessment.	Internal competitions - £1760 Membership fees and school sports partnerships- £400 Attending events - £1611 DRET Events - £4074 External coaching staff - £1499 (funding for this also came from core budget). All of above is including cost of providers, logistics and commodities. All of above is costs relating to objectives 2,4 and 5

Objective 5: Competitive sport and school representation

	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 participation in positive competitive sport through intra-school, inter-school and DRET trust competitions.	Attend local, regional and national DRET sport events through the academic year , including the Summer Cup, and Primary Cup. Attend development competitions for less experienced pupils. Track participation by year group, gender, SEND and disadvantage. Attend Northamptonshire sport School Games offer events.	More pupils experience competition in an inclusive and supportive environment.	Competition calendar, team sheets, registers, photos, newsletters, pupil voice, staff reflections.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Competition participation increased and pupils represented school positively at trust and local events. Intra-school events enabled every pupil to experience competition at an appropriate level. 24 sport enrichment opportunities provided with 14 based around competitive sport. 624 total attendances to events with non PP, EAL & SEN pupils.	Intra-house sporting events to be maintained. At a low cost engages all pupils.	DRET event registers; house competition results; pupil voice; celebration assembly records; newsletters.	Internal competitions - £1760 Membership fees and school sports partnerships- £400 Attending events - £1611 DRET Events - £4074 External coaching staff - £1499 (funding for this also came from core budget). All of above is including cost of providers, logistics and commodities. All of above is costs relating to objectives 2,4 and 5

Evidence bank to keep with this document:

- PE assessment outcomes by year group and pupil group.
- Swimming provider data and top-up intervention records.
- Club registers and competition participation tracker.
- Pupil voice from girls, SEND, disadvantaged and least-active pupils.
- Staff voice before/after CPD and lesson monitoring notes.
- Lunchtime behaviour records and playtime observation notes.
- Photos, newsletters, certificates, assemblies and governor monitoring evidence.

Final check before submission:

- Figures are accurate and school-specific.
- Spend matches finance records.
- Each action links to one of the five key areas.
- Impact explains what changed for pupils, not just what was delivered.
- Sustainability is clear in every evaluated objective.