



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



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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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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	N/A	N/A
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A	N/A
3. Perform safe self-rescue in different water-based situations	N/A	N/A

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<ul style="list-style-type: none"> • To increase confidence, knowledge and skills of staff in teaching PE and sport • To increase engagement of all pupils in regular physical activity and sport • To increase the profile of PE and sport across the school as a tool for whole school improvement • To offer a broader and more equal experience of a range of sports and physical activities to all pupils • To increase participation in competitive sport. 	<ul style="list-style-type: none"> • Less behaviour incidents recorded during play and lunchtimes • Staff observed taking part in physical activities with the children • Increased staff confidence (increase in staff using initiative) • Positive feedback from children • Provision and behaviour noted by Ofsted inspector 	<p>Not as many girls choosing to take part in some physical activities as we would like to see</p> <p>Some staff not choosing to take part in physical activities with the children</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	N/A	N/A
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A	N/A
3. Perform safe self-rescue in different water-based situations	N/A	N/A

Aim	Why?	Key Area	Supporting evidence
<p>Continue to develop our playtime, lunchtime and after-school provision, including funding of after-school clubs with specialist coaches</p> <p>Increase the confidence, knowledge and skills of support staff</p>	<p>To ensure that all children have an opportunity to improve physical health and wellbeing</p> <p>To ensure that children access a minimum of 30 minutes of daily physical activity during the school day</p>	<p>Develop whole-school Play and Lunchtime policy</p> <p>Encourage children who do not regularly choose to take part in additional physical activity by finding out what appeals to them</p>	<ul style="list-style-type: none"> • Lesson observations and learning walks • Gathering pupils' voice • Half-termly assessments of key skills taught in PE units • Tracking pupils' progress • Regular informal observations of play and lunchtimes to monitor activity engagement levels • Staff voice/feedback • Increased staff confidence • Monitoring of club registers
<p>Continue to develop the confidence, knowledge and skills of staff in teaching PE and sport</p>	<p>To develop staff knowledge of the progression of children's physical skills and ways in which they can support and extend this</p>	<p>Develop staff understanding of high-quality PE provision</p> <p>Provide access to high quality resources and information to support curriculum delivery</p>	
<p>Continue to develop Forest School and outdoor learning provision</p>	<p>To ensure that all children have an opportunity to improve physical health and wellbeing</p> <p>To ensure that children access a minimum of 30 minutes of daily physical activity during the school day</p>	<p>Develop Outdoor Learning policy</p>	
<p>To take part in a greater number of sporting opportunities and competitions</p>	<p>To ensure that all children have an opportunity to improve physical health and wellbeing</p> <p>To engage more children in competitive activities (improving on own previous achievements)</p>	<p>Ensure that more children can represent school at an inter-school festival or event</p>	

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)	<p>Continue to develop our playtime, lunchtime and after-school provision, including funding of after-school clubs with specialist coaches</p> <p>Increase the confidence, knowledge and skills of support staff</p>	<p>On-going staff CPD</p> <p>Audit of current resources</p> <p>Purchase new resources</p> <p>Offer traditional and non-traditional sports as part of after school clubs</p> <p>Employ services of specialist coaches to deliver CPD</p>	<p>More opportunities for children to be physically active at regular intervals during the school day</p> <p>More children trying different activities and increased enjoyment of physical activity</p> <p>Better learning in the classroom</p> <p>Children developing their understanding of the impact of physical activity on their health and well-being</p> <p>Staff being more confident when supporting children to be active at play and lunchtimes</p>	See above
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		<p>Specialist coaching, providing quality CPD, will help school staff feel more confident teaching their own PE lessons both now and in future years</p> <p>Employing specialist coaches to run after-school clubs will provide quality experiences that will help children to develop skills that can be built upon in the future</p> <p>Investments in PE and play equipment and resources, will sustain quality provision over the years to come</p>		<p>Specialist coaches for staff CPD - £10,500</p> <p>(3 terms @ £3,500 per term)</p>

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)	Continue to develop the confidence, knowledge and skills of staff in teaching PE and sport	On-going staff CPD Employ services of specialist coaches to deliver CPD	Staff more confident when teaching PE Staff willing to develop and improve their personal teaching of PE Staff with a better understanding (through observations) of children's current attainment and next steps Increased staff knowledge of the progression of children's physical skills and ways in which they can support and extend this Staff breaking down skills into smaller steps to support learning	See above
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		Specialist coaching, providing quality CPD, will help school staff feel more confident teaching their own PE lessons both now and in future years		(Included in costing above)

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)	Continue to develop Forest School and outdoor learning provision	<p>On-going staff CPD</p> <p>Audit of current resources</p> <p>Purchase new resources</p> <p>Employ the services of specialist Forest School providers</p> <p>Timetabled Forest School sessions for all EYFS classes</p>	<p>More opportunities for children to be physically active at regular intervals during the school day</p> <p>Children more confident to try different activities and increased enjoyment of physical activity</p> <p>Better learning in the classroom</p> <p>Children developing their understanding of the impact of physical activity on their health and well-being</p> <p>Staff more confident when supporting children to be more active at play and lunchtimes</p>	See above
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		<p>Specialist coaching, providing quality CPD for staff, will help them feel more confident teaching both now and in future years</p> <p>Employing specialist providers to run Forest School will provide quality experiences that will help children to develop skills that can be built upon in the future</p> <p>Investments in outdoor learning resources will sustain quality provision for years to come</p>		<p>Forest School - £4,200</p> <p>(3 terms @ £1,400 per term)</p> <p>Health Week sessions (TBC)</p> <p>Replace/renew resources - £2,000</p>

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 take part in a greater number of sporting opportunities and competitions	<p>Timetabled calendar of events across the school year</p> <p>Planned competitive/non-competitive events activities across the academic year</p> <p>*Whole-school Sports Day *Festival of Sport (MAT schools) * Bi-annual multi-skills event with Winchelsea satellite classes</p>	<p>More children taking part in non-competitive and competitive sporting events</p> <p>Children more confident to try different activities and increased enjoyment of physical activity</p> <p>Children developing their understanding of the impact of physical activity on their health and well-being</p> <p>Better learning in the classroom</p>	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		<p>Children will be increasing aware of the impact of exercise on mental health and wellbeing, thereby raising the potential for effective learning in the classroom</p> <p>Opportunities to access a wider range of activities, both in and out of school, will promote a love of sport which can be built upon in the years to come</p>		Supply costs to cover PE Lead (and TA) to attend on and off-site events - £300

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There are 4 key indicators that the school and governors should see improvement across: 1. To ensure that all children are receiving high quality opportunities to participate and develop their skills in a range of sports and games, through funded PE sessions 2. To continue to develop increased confidence, knowledge, and skills of all staff in teaching PE and sport 3. To continue to develop our lunchtime provision, as well as providing opportunities to improve physical health and wellbeing 4. To partake in a greater number of sporting opportunities and competitions