



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



Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



- 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	70% of Year 6 children achieved this National Curriculum outcome.	Due to a high number of pupils joining the cohort in Year 5 and 6, we were unable to exceed this number despite the children receiving an extra week of 'top-up' swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	63% of Year 6 children achieved this National Curriculum outcome.	Due to a high number of pupils joining the cohort in Year 5 and 6, we were unable to exceed this number despite the children receiving an extra week of 'top-up' swimming.
3. Perform safe self-rescue in different water-based situations	78% of Year 6 children achieved this National Curriculum outcome.	Due to a high number of pupils joining the cohort in Year 5 and 6, we were unable to exceed this number despite the children receiving an extra week of 'top-up' swimming.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	100% of staff reported an increase in confidence teaching PE following the Curriculum Support Programmes. 100% of staff reported an increase in confidence teaching PE through using Total PE+ to support teaching and learning.	Further CPD planned for 25/26 to model different areas of PE to staff as staff still reported some next steps within PE following the CPD.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Extra-Curricular Clubs offer was stronger than in previous years: Total number of clubs ran across the year: 33 - 77% of children across the whole school - 74% of KS2 - 42% of KS1 - 32% of EYFS	Further clubs for KS1 to be offered in 25/26. Lunchtime Activities: % of pupil engaged in structured activity at lunch times: - EYFS = 66% - Key Stage 1 = 78% - Key Stage 2 = 37% <i>(Taken as an average across half-termly observations)</i>

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	Certificates in assemblies raised profile of competitions and extra-curricular clubs and children wanted to take part.	Not enough competitions for KS1.
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	Good range of sports and events offered to children through both curriculum and extra-curricular offer.	Maintain similar levels of provision and extend offer of events further to KS1.
5. Increasing participation in competitive sport	The percentage of children who took part in a sporting competition or event during 2024/25 was increased from 2023/24: - EYFS – 0% - KS1 – 0% - KS2 – 62%	Number of sporting events entered in 24/25 compared to the previous year: - 2024/25 - 14 - 2023/24 - 10 This will be a target for Spring and Summer Terms in 25/26.

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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	71% of Year 6 children achieved this National Curriculum outcome.	Due to small numbers in the cohort, we were unable to exceed this number despite 'top-up' swimming for an extra week for these children. 10 out of the 14 children achieved national curriculum expectations.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	71% of Year 6 children achieved this National Curriculum outcome.	Due to small numbers in the cohort, we were unable to exceed this number despite 'top-up' swimming for an extra week for these children. 10 out of the 14 children achieved national curriculum expectations.
3. Perform safe self-rescue in different water-based situations	71% of Year 6 children achieved this National Curriculum outcome.	Due to small numbers in the cohort, we were unable to exceed this number despite 'top-up' swimming for an extra week for these children. 10 out of the 14 children achieved national curriculum expectations.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Aim	Why?	Key Area	Supporting evidence
Ensure strong subject leadership within PE	Through use of Edsential PE Subject Leadership our school is able to offer our children an enriched PE curriculum and strong extra-curricular offering to children.	Key Indicator 1 Key Indicator 3	Staff Voice Curriculum Assessment Data
Ensure staff are supported to deliver a high-quality PE curriculum for our school	Curriculum PE is a vital part of our school. To ensure staff feel supported through access to high-quality resources and support is vital.	Key Indicator 1	Staff Voice CPD
Increase attendance and school engagement	Attendance data shows persistent absence within a number of children – PE/sport to be used to support this. Resilience is a key issue facing our school – we hope to support children with this through PE and physical activity.	Key Indicator 2 Key Indicator 3	Attendance data Pupil Voice
Provide enrichment experiences through one-off events, extra-curricular clubs, competitions and events.	Support attainment within curriculum PE through wider curriculum. Development of teamwork and communication skills. Develop leadership and communication skills through sports leadership.	Key Indicator 2 Key Indicator 4	Pupil Voice Staff Voice
Equipment and Resources	Ensure quality first teaching can take place with sufficient resources. Increased activity levels within the playground.	Key Indicator 2 Key Indicator 4	Pupil voice Staff voice Equipment organisation and audit

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



Your Objective: Ensure strong subject leadership within PE

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Ensure strong subject leadership within PE	Edsential Subject Leader Support Programme Pupils targeted for top-up swimming.	Curriculum PE will be well led. PE will make a wider impact across the school. Staff will have access to on-going advice and guidance throughout the year. Extra-curricular clubs, competitions and events will be organised and managed throughout the year.	Edsential Impact Reports Pupil Voice Staff Voice Curriculum attainment data Swimming data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	PE has continued to grow in strength as a subject, including the wider PE curriculum. Increased number of KS1 and EYFS children attending after school clubs Increased number of clubs delivered compared to 24/25 Swimming attainment raised	Curriculum developments will remain in place. Systems and processes will continue beyond 25/26.	Impact shown: - 26 clubs organised with over 53% of the whole school attending - 88% of KS1 and KS2 took part in either a sporting competition or event	Subject Leader Support = £990 After school clubs = £2,584 Top-up swimming = £1,940

Your Objective: Ensure staff are supported to deliver a high-quality PE curriculum for our school



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Ensure staff are supported to deliver a high-quality PE curriculum for our school	Total PE+ planning Access to training and CPD events through PE+ Dance CPD as this is an area of development.	Staff will be more confident with the teaching of PE. Children will enjoy PE lessons and attainment within curriculum PE will increase. Lesson will be engaging, inclusive and active. They will have a clear structure and will provide opportunities for children to develop the required knowledge and skills.	Pupil Voice Staff Voice Curriculum attainment data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Observations show that CPD has had a positive impact on the quality of teaching and learning. Pupil voice shows that over 85% of children 'enjoy PE'. 6-week dance CPD raised confidence of staff.	Staff will be confident and competent teaching a range of curriculum areas. These in turn can be used to support our school in the future e.g. staff leading extra-curricular clubs. Subject Leader Support Programme will drive improvements within PE which will be reflected for the academic years to come.	Staff Voice: 88% of staff reported an increase in confidence teaching PE following the Curriculum Support Programmes. 63% of staff reported an increase in confidence teaching PE through using PE+ to support teaching and learning.	Total PE+ = £585 Dance = £900

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase attendance and school engagement	Aim to increase the number of extra-curricular clubs on offer and extend competitions and events further in KS1. Provide up-coming F2 children with PE kits.	Attendance data shows persistent absence within a number of children – PE to be used to support this. We hope to see this improve.	Pupil Voice Staff Voice Curriculum attainment data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	KS1 engagement within clubs has been greater than KS2. All children have PE kit so can engage with PE lessons.	Staff deliver clubs and extra-curricular opportunities.	Clubs registers Pupil voice <i>Extra-Curricular Clubs:</i> Total number of clubs ran across the year: 26 - 58% of children across whole school - 64% of KS2 - 74% of KS1 - 38% of EYFS Competitions and Events - % of children attending at least one competition or event: - 88% of KS1 and KS2 took part in either a sporting competition or event	After school clubs = £2,584 Competitions for All = £550 Wirral Cross-Country = £35 PE kits = £650

Your Objective: Provide enrichment experiences through on-off events, extra-curricular clubs, competitions and events.



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Provide enrichment experiences through on-off events, extra-curricular clubs, competitions and events.	National fitness day workshop Extra-curricular clubs Edsential Competitions for All Programme	More pupils will be meeting their daily physical activity goal (30 minutes within school hours) compared to 2024/25. More pupils taking part in PE and Sport Activities outside of school hours compared to 2024/25. Increased number of children participating in afterschool clubs. Extra-curricular offer to children will increase a sense of 'belonging'.	Club registers and tracking documents Class discussions and pupil voice Curriculum PE assessment data (physical skills) Edsential Impact Report for Competitions
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	More pupils are now meeting their daily physical activity goal (30 minutes within school hours) compared to 2024/25. Increased number of KS1 and EYFS children participating in afterschool clubs this year Decreased number of KS2 children participating in after school clubs this year. Offer more clubs across staff in 26/27.	Children will continue their participation within sports outside of school hours. Participation within clubs will contribute to children increasing physical competence, ensuring 'strong foundations' for curriculum PE.	Clubs registers Pupil voice <i>Extra-Curricular Clubs:</i> Total number of clubs ran across the year: 26 - 58% of children across whole school - 64% of KS2 - 74% of KS1 - 38% of EYFS Competitions and Events - % of children attending at least one competition or event: - 88% of KS1 and KS2 took part in either a sporting competition or event	After school clubs = £2,584 Competitions for All = £550 Wirral Cross-Country = £35

Your Objective: Equipment and resources: Ensure quality first teaching can take place with sufficient resources. Increased activity levels within the playground.



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Ensure quality first teaching can take place with sufficient resources. Increased activity levels within the playground.	Equipment order to target specific groups of children. Equipment for lunchtimes to raise activity at breaks. Play leader roles to be implemented more effectively.	More pupils will be meeting their daily physical activity goal (30 minutes within school hours) compared to 2024/25. More pupils engaging in PE lessons. Improved behaviour at lunchtimes. More pupils taking part in PE and Sport Activities outside of school hours compared to 2024/25. Extra-curricular offer to children will be broader and better resourced.	Club registers and tracking documents Class discussions and pupil voice Curriculum PE assessment data (physical skills) Edsential Impact Report for Competitions
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	More pupils are now meeting their daily physical activity goal (30 minutes within school hours) compared to 2024/25. Increased number of KS1 and EYFS children participating in afterschool clubs this year Decreased number of KS2 children participating in after school clubs this year. Offer more clubs across staff in 26/27. More structure during lunchtime.	Children will continue their participation within sports outside of school hours. Participation within clubs will contribute to children increasing physical competence, ensuring 'strong foundations' for curriculum PE. Broaden range of clubs and target specific groups with low participation.	Clubs registers Pupil voice <i>Extra-Curricular Clubs:</i> Total number of clubs ran across the year: 26 - 58% of children across whole school - 64% of KS2 - 74% of KS1 - 38% of EYFS	Equipment = £9,098.32

This page has been left blank for any notes or supporting information.