

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](#)

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	Most pupils achieved the 25 m target by the end of KS2. Top-up sessions helped several children reach the standard. Confidence in the water improved across all groups, with pupils showing greater independence and enjoyment. Assessment records and swimming certificates confirm progress.	A small number of pupils still did not meet the 25 m requirement, mainly due to limited time in the pool or absence. Some pupils lacked confidence at the start of sessions, requiring additional support. Attendance and progress tracking highlight these gaps.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils demonstrated improved technique and stamina. Swimming instructors provided targeted feedback, and pupils practised multiple strokes confidently. Lesson observations and instructor reports show clear progression.	Some pupils struggled to maintain correct form across all strokes, particularly breaststroke. Limited pool time restricted opportunities for refinement. Instructor notes and video evidence show inconsistency in technique.
3. Perform safe self-rescue in different water-based situations	Pupils engaged well with safety lessons and could explain how to respond in emergencies. Practical sessions showed good understanding of floating, treading water, and safe entry/exit. Instructor feedback and pupil voice confirm strong awareness.	Not all pupils had the chance to practise self-rescue in varied conditions due to time constraints. A few pupils found the concept challenging without real-life context. Instructor feedback and pupil reflections indicate this area needs reinforcement.

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 increased Teachers reported feeling more secure in delivering PE after targeted CPD. More staff were willing to lead lessons independently rather than relying on specialists. Improved lesson quality Observations showed clearer structure, better modelling, and more purposeful activities. Lessons became more inclusive, with staff using adaptations confidently. CPD was well-received and well-attended Staff engaged positively with training sessions. Practical workshops helped teachers apply new skills immediately. Greater consistency across year groups Planning and delivery became more aligned. Children experienced a more coherent PE curriculum.	Not all staff accessed or applied CPD fully Some staff still lacked confidence in specific areas (e.g., gymnastics, games skills). A few teachers needed more time or follow-up support to embed new strategies. Limited opportunities for ongoing practice Staff sometimes reverted to old habits without regular coaching or modelling. Inconsistent timetabling made it harder for some teachers to practise new skills. Gaps in subject knowledge remain Certain areas of the curriculum still feel challenging for staff. Some teachers requested more depth rather than one-off sessions. Variation in lesson quality still exists While many lessons improved, consistency across the whole school is not yet fully secure. Newer staff or supply teachers sometimes lacked the same training.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	More pupils took part in physical activity across the school day. Clubs, active breaks, and sporting events saw higher participation. Targeted groups (SEND, girls, disadvantaged) became more involved.	Engagement wasn't consistent across all classes or year groups. Some pupils still avoided activity or lacked confidence. Limited staff capacity or timetable pressures reduced opportunities at times.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	PE became more visible through events, assemblies, and displays. Pupils showed greater enthusiasm and pride in PE and sport. Staff spoke more positively about PE and valued its role in school life.	Not all classes engaged equally with whole-school PE initiatives. Some staff still saw PE as secondary to other subjects. Limited time meant fewer opportunities to showcase achievements.
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 wider range of clubs and activities was offered. More girls and SEND pupils took part in new opportunities. Pupils enjoyed trying sports they hadn't experienced before.	Some activities had low uptake due to timing or confidence barriers. A few groups still accessed fewer opportunities than others. Staffing and space limited how many new activities could run.
5. Increasing participation in competitive sport	More teams entered competitions across the year. A wider range of pupils represented the school. Pupils showed improved teamwork and confidence.	Some competitions clashed with other commitments. Not all year groups had equal competitive opportunities. Transport and staffing occasionally restricted attendance.

Aims for the next academic year (2026/2027)



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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	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

To ensure all children are participating in 2 hours of high-quality PE lessons by ensuring teacher confidence is high when teaching PE.	This matters because confident teachers create consistent, inclusive, and engaging lessons, ensuring every child accesses their full entitlement to physical activity, develops essential physical literacy, and benefits from improved wellbeing, focus, and long-term healthy habits.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities	Quality of teaching and learning in PE will be developed through bespoke staff training and support for all class teachers. Support for PE leader included. Ensure teachings can access all resources through PE passport. Specialist staff in school to upskill teachers.
To ensure that all pupils are active for 60 minutes a day, 7 days a week. This will include focusing on in school activities and monitoring external physical activity.	We should aim for all pupils to be active for 60 minutes a day because daily movement improves physical health, boosts mental wellbeing, strengthens focus and behaviour, and supports long-term healthy habits. By promoting activity both in school and beyond, we create a culture where every child develops the confidence, motivation, and enjoyment needed to lead an active, healthy life.	Increasing engagement of all pupils in regular physical activity	Increase the number and range of clubs/activities on offer which is aligned to pupil and parent voice. Implementation of new extra-curricular timetable. Develop lunch and play time activities (OPAL). Equipment/resources to be purchased.
Implement active learning by providing staff with the correct resources and training.	We should implement active learning by providing staff with the right resources and training because confident, well-equipped teachers deliver more engaging, inclusive, and effective lessons. When staff understand how to use active learning strategies, pupils become more motivated, more physically active, and more deeply involved in their learning. Investing in staff capability ensures consistency across the school, improves lesson quality, and creates a culture where movement, participation, and high-quality PE are embedded in everyday practice.	Raising the profile of PE and sport across the school to support whole-school improvement and Increasing engagement of all pupils in regular physical activity	Purchase resources that will help staff with active learning. Provide staff with training based on subject leaders ready set move course. Monitor active learning and give staff feedback.
To give our children the best chance to achieve their 25m in swimming before leaving school.	We should aim to give every child the best chance of achieving their 25m in swimming because being able to swim is a vital life-saving skill, not just a curriculum requirement. Ensuring pupils develop water confidence and basic swimming competence protects their safety, supports their physical development, and promotes long-term health and wellbeing. By prioritising this aim, we give all children—regardless of background—the opportunity to leave school with an essential skill that could one day save their life.	Swimming and water safety statutory requirement and Offering a broader and more equal experience of a range of sports and physical activities	Provide top up swimming lessons for all KS2. Monitor progress to see what is working – more children can swim 25 meters when they leave school.
To allow ALL children to represent school.	We should aim to allow all children to represent the school because it promotes inclusion, builds confidence, and ensures every pupil feels valued and part of the school community. Providing a wide range of opportunities means children of all abilities can experience pride, teamwork, and belonging, helping to develop their self-esteem, motivation, and sense of	Increasing participation in competitive sport and Offering a broader and more equal experience of a range of sports and	All UKS2 to represent school through school games competitions. Host our own competitions at school and arrange with other schools. Get all SEN children involved in SEN competitions when possible.

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*
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Plan, monitor and evaluate (2025/2026)



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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	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme). Increase equipment outside (trim trail and sandpit).	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. More children active at playtimes due to more resources.	Weekly meetings with play/sports leaders for feedback and what could be improved. Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	More pupils, including previously inactive groups, are now actively engaged at playtimes. Pupil leaders confidently lead games and encourage participation. Behaviour and social interaction have improved, with fewer incidents during lunch. The playground feels more inclusive and purposeful.	Yes, pupil leadership training is embedded into the school's annual programme. Equipment is now part of the permanent outdoor provision, and staff understand how to support active play. Weekly feedback meetings ensure ongoing refinement and sustainability.	- Sports Leader feedback logs - Playground observation records - Pupil voice surveys - Staff feedback forms	£10,000 (equipment, training, OPAL resources)

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)	Increase the confidence of staff teaching PE.	Provide staff with CPD and team teach opportunities.	As a school we want all staff confident to teach PE in all areas including Gymnastics and Dance.	Burnley FC and RLT have been in throughout the year to team teach with different teachers. School sports partnership has also provided CPD for staff and team teach opportunities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence has noticeably improved across all year groups. Lesson observations show clearer structure, better modelling, and more inclusive activities. Teachers are independently delivering high-quality lessons in gymnastics and dance. Pupil engagement and enjoyment have increased as a result of more confident teaching.	Yes — CPD and team-teach opportunities are now embedded in the annual PE development plan. Staff have access to PE Passport resources and ongoing support from Burnley FC, RLT, and the School Sports Partnership. New staff are inducted through the same model, ensuring long-term sustainability.	- Staff voice surveys - Lesson observation notes - CPD attendance records - PE Passport usage data - Pupil feedback	£6,000 (CPD, team-teach sessions, partnership fees)

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)	Ensuring SEND children access PE lessons.	Ensure PE lessons are adapted to meet needs and get specialist staff in school to work with SEND in a small group environment.	Children feeling confident, safe, and genuinely included in PE. Increased participation from pupils who previously disengaged. Visible progress in physical skills, social interaction, and self-esteem. Pupils experiencing success and joy in movement, not anxiety or avoidance.	Increased participation rates of SEND pupils in PE. Pupil voice showing improved confidence, enjoyment, or sense of belonging. Observations showing pupils engaging with adapted activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	SEND pupils are now fully participating in PE lessons and expressing greater confidence and enjoyment. Staff report improved engagement and reduced anxiety among pupils who previously avoided physical activity. Adapted lessons have led to visible progress in coordination, teamwork, and self-esteem. Pupils show pride in their achievements and a	Yes — adaptations are now embedded in PE planning and shared across staff. Specialist support has modelled inclusive strategies that teachers can continue using independently. SEND participation is monitored termly, ensuring ongoing focus and refinement.	- SEND participation tracking data - Pupil voice surveys - Lesson observation notes - Specialist staff feedback - Photographic evidence of engagement	£1,000 (specialist support, adapted resources, training)

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)	Maintain the Platinum award for school games.	Ensure all year groups access a broad, high-quality PE curriculum. Track participation in clubs, competitions, and festivals. Target underrepresented groups (SEND, girls, disadvantaged) with tailored opportunities. Maintain strong links with local School Games Organisers. Enter a wide range of inter-school competitions. Host intra-school competitions each half term.	High levels of participation and enjoyment in PE and sport. Increased confidence, resilience, and teamwork skills. SEND and disadvantaged pupils accessing and succeeding in physical activity. A strong culture of physical activity across the school. Evidence that the school continues to meet all Platinum criteria. A consistent pipeline of pupils engaging in leadership roles. Strong representation in competitions and festivals. Positive feedback from pupils, parents, and external partners.	Supporting evidence includes high participation rates across all year groups, strong representation in inter-school competitions, and regular intra-school events. Staff CPD and lesson observations show consistently high-quality, inclusive PE delivery. Pupil leadership is embedded through trained Sports Leaders, and whole-school initiatives promote daily physical activity. Monitoring data and pupil voice confirm sustained engagement, ensuring the school continues to meet all Platinum criteria
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The school maintained the Platinum Award, demonstrating sustained excellence in PE, sport, and physical activity. Participation levels remained high across all year groups, with strong representation in competitions and festivals. SEND, girls, and disadvantaged pupils accessed tailored opportunities and showed increased confidence and	Yes — systems for tracking participation, hosting intra-school events, and engaging with School Games Organisers are now embedded in school practice. Staff are confident delivering high-quality PE, and pupil leadership is part of the annual training cycle. The culture of physical activity is well-established and supported by ongoing CPD and partnerships.	- Participation tracking data - Competition and festival records - Pupil leadership logs - Lesson observation notes - School Games Organiser feedback	£2,000 (competition transport, staffing, resources, leadership training)