

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	Targeted Year 6 top-up swimming sessions provided additional opportunities for pupils who had not yet met the National Curriculum requirements. Additional sessions increased pupil confidence in the water and supported more pupils in achieving the expected 25 metre standard before leaving primary school.	Some pupils still required additional support due to gaps in swimming confidence and ability. Earlier identification of pupils requiring top-up sessions would allow intervention to take place sooner.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Top-up sessions allowed Year 6 pupils to practise and develop a range of swimming strokes, improving technique, stamina and confidence.	Monitoring of swimming progress needs to be strengthened to track which strokes pupils are secure with and identify specific areas for development.
3. Perform safe self-rescue in different water-based situations	Pupils developed their understanding of water safety and practised skills needed to keep themselves safe in different water-based situations.	Further focus is needed on recording self-rescue outcomes to ensure accurate evidence of pupils meeting all areas of the National Curriculum expectations.

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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	The continued use of GetSet4PE supported staff confidence, knowledge and consistency when delivering high-quality PE lessons across school. Staff voice demonstrated that teachers felt more confident accessing clear progression, vocabulary and assessment materials to support teaching. Internal CPD led by the PE Lead enabled staff to develop their subject knowledge through shared resources, support and professional discussions. Evidence gathered through PE monitoring, Pupil Book Study and pupil voice demonstrated that pupils could talk confidently about their learning, skills and knowledge within PE lessons.	Although internal support increased staff confidence, planned opportunities for staff to access external PE CPD were limited. Staff voice identified that further targeted training would support teachers in developing confidence in specific areas of the curriculum.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The introduction and development of active playtimes through OPAL increased opportunities for pupils to be physically active throughout the school day. Pupils had greater opportunities to work collaboratively, develop teamwork and engage in a wider range of physical activities. Sensory Circuits provided targeted pupils with additional opportunities for movement and supported readiness for learning. A variety of extra-curricular clubs enabled more pupils to access physical activity beyond curriculum PE.	Although pupils accessed a wide range of physical activity opportunities, systems for measuring participation were not detailed enough. Future monitoring needs to include clearer percentages of pupils accessing clubs, competitions and additional opportunities, including SEND, disadvantaged pupils and gender participation.

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	Whole school events including Sports Day and enrichment opportunities promoted positive attitudes towards PE and physical activity. Pupil voice demonstrated that pupils enjoy PE and value opportunities to participate in different sporting experiences. Participation in sporting opportunities helped develop confidence, teamwork and resilience across school.	Although PE had a positive profile across school, pupil leadership opportunities were not fully developed. Further opportunities are needed for pupils to take ownership of promoting physical activity across school.
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	Membership with Newcastle and Kidsgrove School Games enabled pupils to access a wide variety of sporting events, festivals and competitions beyond the curriculum. Pupils were able to experience new activities and represent the school in a range of inclusive and competitive opportunities. Top-up swimming lessons supported targeted pupils to develop water confidence and improve swimming outcomes.	Although a broad range of opportunities were offered, participation evidence needs to be strengthened further. More detailed tracking is needed to evaluate which groups of pupils are accessing opportunities, including those who are less active.
5. Increasing participation in competitive sport	Affiliation with Newcastle and Kidsgrove School Games increased opportunities for pupils to participate in inter-school competitions. Pupils represented Team Thursfield across a range of sporting events, developing teamwork, resilience and confidence. Pupil voice showed that pupils enjoyed representing the school and valued competitive sporting experiences.	Competition participation was recorded; however, analysis of data needs to be developed further. More precise evidence is required to identify percentages of pupils representing school, including SEND, disadvantaged pupils, boys/girls and those participating for the first time.

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*

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	Pupils continued to access swimming lessons to develop confidence, technique and water safety skills. Swimming data was collected to identify pupils requiring further support.	Due to ongoing closures and limited availability at Hempstalls swimming pool, planned top-up swimming sessions were unable to take place within the academic year. This impacted opportunities for targeted pupils to achieve the 25m requirement.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils who accessed swimming lessons developed experience using a range of strokes and improved confidence in the water.	The current swimming provision did not fully meet the needs of older pupils. The size of the pool limited opportunities for Year 6 pupils to develop stamina and practise swimming longer distances effectively.
3. Perform safe self-rescue in different water-based situations	Water safety skills were included within swimming sessions to develop pupils' understanding of keeping safe around water.	Review of provision identified that Year 1 and Year 2 accessing swimming was not the most effective use of curriculum time. Future provision will prioritise older pupils to ensure they meet National Curriculum requirements before leaving primary school.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Improve staff confidence and knowledge through targeted PE CPD opportunities.	To ensure all staff continue to develop confidence delivering high-quality PE lessons across the curriculum.	Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sport through CPD and training.	Staff confidence surveys, lesson observations, PE monitoring, pupil voice.
Improve tracking of pupil participation in physical activity, clubs and competitions.	To ensure all pupils, including SEND, disadvantaged pupils and less active pupils, have equal opportunities to access PE and sport.	Key Indicator 2 & 4: Increasing engagement in physical activity and offering a broader and equal experience of sports.	Club registers, competition tracker, pupil voice, participation data.
Provide a broader range of sporting opportunities through competitions, festivals and enrichment experiences.	To ensure pupils experience new sports, develop skills and have opportunities to represent school.	Key Indicator 4 & 5: Broader sporting experiences and increasing participation in competitive sport.	School Games participation, event registers, photographs, pupil voice.
Improve organisation and management of PE equipment across school.	To ensure equipment is accessible, safe and supports high-quality PE lessons and active opportunities.	Key Indicator 1, 2 & 4: Supporting effective PE teaching and wider physical activity.	Equipment audits, staff feedback, PE monitoring.
Continue to develop active opportunities throughout the school day including OPAL, clubs and sensory circuits.	To increase physical activity levels and support pupils to achieve 60 active minutes per day.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity.	

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*

Plan, monitor and evaluate (2025/2026)



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Example objective shown below is for reference purposes only:

	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), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). 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	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your objective: Improve staff confidence and quality of teaching



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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)	Improve teacher confidence and subject knowledge to ensure all pupils receive high-quality, inclusive PE lessons across the curriculum.	Provide targeted CPD opportunities including external training where needed. Continue GetSet4PE subscription to support planning, assessment and progression. PE Lead to support staff through lesson observations, team teaching and sharing good practice.	Increased staff confidence delivering PE independently. Improved quality and consistency of PE lessons. Pupils demonstrate progression in skills, knowledge and vocabulary.	Staff confidence surveys, lesson observations, pupil voice, PE monitoring, Pupil Book Study.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence and subject knowledge increased through working alongside an external PE provider to develop the KS1 PE curriculum. Continued use of GetSet4PE ensured clear progression, vocabulary and high-quality lesson delivery across school. PE Lead developed knowledge through network meetings and observing practice within other schools.	Yes – staff have developed knowledge and resources which can continue to be used in future years. GetSet4PE supports consistency across school and PE Lead can continue sharing good practice internally.	Staff voice, PE monitoring, lesson observations, pupil voice, Pupil Book Study, PE network evidence.	Add text here

Your objective: Increase participation and equal opportunities for all pupils



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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)	Ensure all pupils, particularly SEND, disadvantaged and less active pupils, have opportunities to participate in physical activity, clubs, competitions and enrichment events.	Continue Newcastle and Kidsgrove School Games membership. Offer a wider range of clubs and festivals. Provide transport/staffing to remove barriers. Track participation of key groups throughout the year.	Increased number of pupils participating in physical activity and representing school. Improved confidence, teamwork and enjoyment of PE for targeted pupils.	Competition registers, club attendance, participation data, SEND/PP tracking, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased opportunities for all pupils to participate in sporting events, festivals and competitions throughout the year. A range of pupils, including SEND, disadvantaged and less active pupils, were targeted to represent school teams and attend inclusive sporting opportunities. Pupils developed confidence, teamwork and enjoyment through representing the school in a variety of events.	Yes – participation tracking now allows staff to identify pupils who have accessed sporting opportunities and ensure a wider range of children continue to represent school each year. Strong links with School Games and local partnerships provide sustainable opportunities moving forward.	Competition registers, participation tracker, SEND/PP attendance data, pupil voice, photographs from events, School Games calendar.	

Your objective: Improve physical activity opportunities across the whole school day



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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 opportunities for pupils to be physically active beyond PE lessons through active playtimes, clubs and sensory provision.	Continue developing OPAL play. Purchase resources to support active lunchtimes. Develop sensory circuits and adaptive PE equipment to support identified pupils.	Increased daily activity levels. Improved engagement at lunchtimes. Targeted pupils use physical activity to support regulation and readiness for learning.	OPAL observations, pupil voice, sensory circuit monitoring, behaviour observations, activity tracking.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Achieved OPAL status, demonstrating a whole-school commitment to improving active play opportunities. Pupils are more physically active throughout the school day due to increased opportunities during break and lunchtime. Approximately 40 pupils access sensory circuits daily, supporting physical activity, regulation and readiness for learning.	Yes – OPAL principles are embedded into school routines and staff have developed confidence in supporting active play. Resources and equipment purchased can continue to be used year-on-year to promote sustainable physical activity.	OPAL accreditation evidence, lunchtime observations, pupil voice, sensory circuit registers, SEND provision evidence.	

Your objective: Improve PE resources and sustainability of provision



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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)	Ensure PE equipment is well organised, accessible and supports high-quality PE lessons and wider sporting opportunities.	Complete regular PE equipment audits. Purchase replacement and additional resources. Create clear storage systems and procedures for staff and clubs.	Equipment is maintained effectively and used consistently. Staff can access appropriate resources to deliver high-quality lessons. Reduced unnecessary spending year-on-year.	Equipment audits, staff feedback, PE monitoring, lesson observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	New PE equipment has been purchased to support the delivery of high-quality PE lessons and provide pupils with access to a wider range of sports and physical activities. Staff have greater access to appropriate resources needed to deliver the GetSet4PE curriculum effectively.	Partly – equipment purchased will continue to support PE provision in future years. Further improvements are required to the storage and organisation of equipment. A new PE shed/storage system is needed to ensure equipment is maintained and easily accessible long-term.	Equipment audit, purchase records, staff feedback, PE monitoring, lesson observations.	