



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](#)

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.	12/26 = 46% We had 5 children achieve the BLUE school swimming level this year which is up from 0% last year.	Many of our children our still not confident swimmers and need further swimming top-up at secondary school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	16/26 = 62% Good quality strokes performed.	Many of our children our still not confident swimmers and need further swimming top-up at secondary school.
3. Perform safe self-rescue in different water-based situations	16/26 = 62% Children were confident in performing water safety tasks.	Many of our children our still not confident swimmers and need further swimming top-up at secondary school.

Aim	Why?	Key Area	Supporting evidence
Teachers to make use of '60 active minutes' throughout the school day to help improve concentration.	To help improve concentration.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
To develop emotional health, resilience and self-discipline.	To help children deal with difficult emotional situations throughout the school day and life.	Increasing confidence, knowledge and skills of all staff in teaching PE and increasing the engagement of pupils in regular physical activity.	Staff confidence surveys, pupils voice.
To complete Surgelight training.	To learn how to make even better use of movement breaks in school and include discussion of feelings and emotions within this.	Increasing confidence, knowledge and skills of all staff in teaching PE and increasing the engagement of pupils in regular physical activity.	Staff confidence surveys.
To target specific groups of children such as: SEND, disadvantaged pupils and the inactive pupils where this is different to the afore mentioned.	To ensure SEND, disadvantaged, and inactive pupils can access inclusive PE opportunities, overcome barriers to participation, and improve their physical, social, and emotional wellbeing while increasing engagement in sport.	Increasing confidence, knowledge and skills of all staff in teaching PE, Increasing engagement of all pupils in regular physical activity and sporting activities, raising the profile of PE and sport across the school and 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.	Pupil voice, club registers, and teacher observations show lower participation, confidence, and activity levels among SEND, disadvantaged, and inactive pupils.
To collaborate with a local club to encourage participation in a broader range of sports.	To broaden pupils' access to a wider range of sports and activities through links with local clubs, increasing participation, enhancing skill development, and encouraging sustained engagement in physical activity beyond school.	Increasing engagement of all pupils in regular physical activity and sporting activities. 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.	Registers from those attending; pupil voice expressing interest in new sports; feedback from staff and links with local clubs increasing attendance and opportunities beyond school.

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: To achieve 60 active minutes



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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 embed the use of '60 active minutes' across the school day, enabling teachers to incorporate regular physical activity to improve pupils' concentration, engagement, and readiness to learn.	Teachers will incorporate short, regular activity breaks and active learning strategies throughout the school day to ensure pupils achieve 60 active minutes. This will include use of movement-based learning in lessons (where possible), playground activities, and structured classroom breaks. Staff will be supported through access to schemes such as Get Set4 PE planning ensuring consistent delivery across the school.	Improved pupil concentration, engagement, and on-task behaviour across lessons, alongside increased daily physical activity levels. Pupils will demonstrate better readiness to learn, enhanced wellbeing, and a more positive attitude towards being active throughout the school day.	Teachers observe improved focus and behaviour; behaviour logs (digitally) showing reduced low-level disruption; pupil voice reporting increased enjoyment and alertness and evidence of regular activity breaks recorded in survey given to staff by the PE lead.
Evaluate (Complete in July)	Teachers have embedded regular movement breaks and extra physical activity into their daily routines.	The implementation of regular activity breaks and active learning strategies has successfully increased opportunities for pupils to be physically active throughout the school day. The use of resources such as Get Set4 PE has supported staff confidence and ensured a cohesive approach across the school.	Regular activity breaks have resulted in higher levels of pupil engagement, concentration, and enjoyment of learning. Pupils are benefiting from increased physical activity, contributing positively to their health, wellbeing, and readiness to learn, while supporting the school's aim of helping children achieve the recommended 60 active minutes each day. Teachers report that this will be ongoing.	

Your objective: To develop emotional health, resilience and self-discipline.



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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 develop pupils' emotional health, resilience, and self-discipline through structured physical activity and positive experiences in PE and school sport.	Use PE and sport, Martial Arts in particular, to teach teamwork, resilience, and self-discipline through challenges, goal setting, and reflection. Create a supportive environment that celebrates effort, with targeted support for pupils needing additional emotional development.	Pupils demonstrate improved resilience, self-discipline, and ability to manage emotions. They show greater confidence, positive behaviour in lessons and sport, and a stronger ability to cope with challenges and setbacks. This is something that is ongoing within school.	Teacher observations of improved behaviour and perseverance; digital behaviour logs showing fewer incidents; pupil voice reflecting increased confidence and coping skills; and examples of pupils demonstrating resilience and self-discipline in PE and wider school activities.
Evaluate (Complete in July)	The martial arts sessions have positively supported the development of pupils' emotional health, resilience, and self-discipline. Feedback shows pupils were highly engaged, demonstrated controlled movements, and showed good discipline during sessions. Teachers reported that pupils enjoyed the activities, looked forward to sessions, and developed skills such as focus, balance, and perseverance. Transferable elements like reaction games and controlled movement have reinforced resilience and self-discipline within PE lessons. Overall, the sessions promoted confidence, teamwork, and the ability to manage challenges in a structured and supportive environment.	The use of martial arts as a structured activity has been highly effective in developing teamwork, resilience, and self-discipline. Sessions were engaging and age-appropriate, with pupils demonstrating controlled movements and strong discipline. Teachers noted that pupils were motivated, looked forward to sessions, and worked effectively in paired and group activities, supporting teamwork. The structured nature of martial arts promoted perseverance and focus, while opportunities for repetition and challenge supported resilience. A positive, supportive environment was evident, with high levels of pupil engagement and enjoyment. Transferable strategies such as reaction games and controlled movement have also been embedded into wider PE teaching, ensuring sustainability of these approaches.	There is clear evidence that pupils are developing resilience, self-discipline, and improved emotional control through participation in martial arts. Teachers observed pupils demonstrating controlled movements, discipline, and focus during sessions, alongside high levels of engagement and enjoyment. Pupils showed increasing confidence by actively participating and looking forward to lessons, indicating growing self-belief. The structured and repetitive nature of martial arts supported pupils in coping with challenges and developing perseverance. Positive behaviours seen within sessions are beginning to transfer into wider PE and school environments, although this remains an ongoing focus to embed consistently across all pupils.	Costs: Autumn Term: £360 Spring Term: £300 Summer Term: £300 Total: £960

Your objective: To target specific groups of children to increase participation in PE and School Sport.



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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 ensure targeted groups, including SEND, disadvantaged, and inactive pupils, are supported to increase participation, engagement, and outcomes in PE and school sport.	Identify target pupils using data, discussion with SENDco and teacher insight, then provide tailored support through adapted PE lessons, targeted interventions, and inclusive extra opportunities. Monitor participation, track progress, and offer additional encouragement and resources to reduce barriers and increase engagement.	Increased participation and engagement from SEND, disadvantaged, and inactive pupils, with improved confidence, physical skills, and inclusion in PE and school sport. Gaps in participation and attainment between these groups and their peers will begin to close.	Increased participation of targeted pupils; tracking data demonstrating improved engagement and progress; pupil voice highlighting increased confidence and enjoyment.
Evaluate (Complete in July)	Many groups of children have been targeted throughout the year and attended a number of Panathlon events and inclusive sports.	Targeted groups, including SEND, disadvantaged, and inactive pupils, have shown increased participation and engagement through involvement in multiple Panathlon events, SEND cluster competitions, and a weekly golf club.	These opportunities have successfully reduced barriers to access, improved inclusion, and supported sustained participation in physical activity for the identified pupils.	