

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	74% of pupils in year 6 can swim 25 metres. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	72% of pupils in year 6 can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	78% of pupils in year 6 can perform safe self rescues. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.

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?
CPD for teachers & HLTAs	Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Increased participation in competitive sport. Teachers and HLTAs are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school. Leading to better attainment within the subject.	More training required to ensure a consistent recording of evidence and assessment.
Provide top-up swimming lessons for any child that does not meet the National Curriculum requirements	Any year 5 or 6 child that has not met the National Curriculum requirements for swimming attended top up swimming sessions. Children gaining valuable water safety skills. Children in Year 5 growing in confidence with swimming and raising the profile of swimming. Providing top-up swimming will lead to excellent impact with the upper juniors to increase the amount of children able to meet minimum N.C. requirements.	Not 100% of children met the standard.

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?
P.E. Passport App subscription.	Provides a high-quality scheme of learning for curriculum P.E. Also used with excellent effect for our assessment within curriculum P.E. Staff explained it was easy and efficient to use. Guarantee of high-quality planning and schemes of learning that can deliver P.E. and physical activity in a progressive manner for all year groups across school. High quality resources and wider curriculum links / character development provided. The assessment capabilities of P.E. Passport are highly effective and save teachers a huge amount of time. Competition opportunities provided within the curriculum to allow all children across school the chance to participate in regular competitive opportunities in a range of sport or activity types. The CPD and supporting materials provided improve the teachers' subject knowledge.	Some technical issues due to size of the school and number of staff iPad. All resolved.
Pupils to be offered a range of extracurricular sporting opportunities through after-school clubs and lunchtime clubs run by South Ribble Schools partnership.	All pupils across school are given the chance to attend a wide range of clubs and to take part in and a range of sporting activities within the curriculum. Target at Pupil premium children to increase the % of children being able to attend extra-curricular clubs/activities. An increased number of children attended clubs than the previous year.	Pupil tracker shows increased participation. Pupils have expressed interest for alternate activities
South Ribble Active Schools Partnership Competitions. Build in opportunities for more inhouse competitions like Sports Day, Inter-House Competitions and festivals. Where necessary provide transport to and from the event.	South Ribble Competitions provide an excellent opportunity for children to take part in competitive sport against other schools. The sense of achievement that comes with representing your school and feeling competitive success is empowering for all pupils that take part. Further inter school festivals were run by South Ribble staff to build on past successes of getting every child in school to take part in regular sporting and competition. All children were able to compete and an increased number of children were able to represent the school at sporting events.	It isn't possible for every child to attend an external event, larger events to allow for this would be beneficial to all

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	90% of pupils in year 6 can swim 25 metres. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	90% of pupils in year 6 can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	93% of pupils in year 6 can perform safe self rescues. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Develop lunchtime play provision to increase activity for least active groups.	Increase activity for all pupils including least active. Ensure pupils active for 60 minutes at least per day.	Increasing engagement of all pupils in regular physical activity and sporting activities	Active 60 minutes discussions, Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan.
Implement a consistent assessment model using the PE passport tool for assessing curriculum PE and gathering evidence in EYFS, KS1 and KS2	To ensure assessment of PE is consistent across key stages and whole school. Allow PE leaders to easily identify areas of strength and weakness. Individual children will be able to be tracked.	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.
Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.
Enhance extra curricular provision for all pupils. Give children more opportunities to experience a range of sports. Provide additional time for high-quality instruction, practice and activity to increase pupils' competence and confidence in physical activity and sport.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. Increase confidence and competence in physical activity and school sports	Increasing engagement of all pupils in regular physical activity and sporting activities	Active 60 minutes discussions, Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan.

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: Assessment



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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)	Implement a consistent assessment model using the PE passport tool for assessing curriculum PE and gathering evidence in EYFS, KS1 and KS2	Subject leaders attend training with PE passport team then provide CPD to all staff on how to correctly assess during the lesson and at the end of a unit.	Teachers and subject leaders are able to identify strength, gaps, and inconsistencies in teaching and learning. Better use of assessment data can inform intervention, inclusion provision and competition pathways. Subject leaders will be able to offer targeted CPD based on assessment outcomes. We aim for 100% of teachers to confidently use PE passport assessment tracker.	PE passport assessment tracker Evidence gathered across all year groups supporting assessment judgements.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Teachers have consistently used the PE passport to evidence and assess PE lessons. Subject leaders have been able to identify gaps in assessment data and planned a robust CPD plan for 2026/2027 for teaching staff.	A rigorous PE assessment tool will be embedded across school based on performance, observation and questioning. Subject leaders can sustain impact over time and long term monitoring. The tool uses common language and criteria across year groups so ensures consistency when there is staff movement/changes.	PE passport assessment tracker Video library	PE passport - £800 CPD - £0

Your objective: Provide PE CPD and support to all staff



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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 staff confidence, subject knowledge and consistency in PE teaching through high-quality CPD, leading to improved pupil outcomes and sustainable subject development. Train subject leader to Level 5 level in order for them to deliver future CPD and provide peer support.	Subject leader to complete Level 5 PE specialism during 2025/2026. Subject leaders to provide CPD to all staff in areas where staff have expressed a lack of confidence: dance, inclusion and adapting lessons, gymnastics. Shared delivery with level 5 subject leaders, modelled with current class to provide age-related exemplification / CPD for future teaching.	Subject leader will deliver a range of CPD sessions to all staff leading to improved staff confidence and knowledge. In Autumn term on 10% of staff at KS1 and 30% at KS2 rated 'very confident' to teach dance. We aim to improve this to 90%. 54% of staff requested CPD on assessment, we aim to embed a robust assessment toolkit. 40% of staff were less confident in adapting PE for SEN learners. We aim to improve this is 100% confident.	Staff Voice Learning Walks Pupil Voice
		Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	CPD sessions have been undertaken by all staff and confidence to teach specific areas of the curriculum are increased. Where confidence still is not 100%, subject leaders have planned a robust CPD cycle for next academic year. Staff who have moved key stages have received external CPD in the summer term.	CPD in dance has much improved our staff's confidence and understanding to deliver high quality dance for the foreseeable future. Staff understand the objectives in other year groups providing progression and sustainability for staff movement. Long term, our staff are more knowledgeable about how to adapt PE lessons to meet the needs of all learners and how to implement SEND specific.	Staff voice Pupil voice Learning walks / observation Video library PE passport assessment tracker Staff evaluative dialogue and professional conversations with the subject leaders	Level 5 Qualification - £4050

Your objective: Develop Competition



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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 can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	Arrange KS1 and KS2 intra school competition through house teams competitions. Arrange for as many KS2 children to represent school through school games competitions and competition hosted against other local primary schools. Where possible, send multiple teams to events to ensure a wide range of children can attend.	Through the introduction of new competitions and formats we predict 60% of KS2 children will represent the school through school games inter competition. 100% of all pupils will compete at least twice in intra house competitions.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	65% of KS2 children were able to represent the school at inter schools competitions through school games. 100% of children competed during intra house competitions over the year.	Competition will be imbedded as a normal element of learning through continued access to house competitions in class/lesson time at the end of units. Intra house competitions will continue however due to the funding cuts, the future of inter school competitions through school games is unclear.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.	£4000

Your objective: Extra Curricular Opportunities



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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)	Enhance extra curricular provision for all pupils. Give children more opportunities to experience a range of sports. Provide additional time for high-quality instruction, practice and activity to increase pupils' competence and confidence in physical activity and sport.	Create links with external providers who can offer clubs that require qualifications school staff do not have. Offer clubs based on pupil voice and what clubs children wish to experience. Timetable a wide range of activities open to all children. Staff to	An increasing percentage of children access extra curricular activities over the year. Children are exposed to sports that they would not have the opportunity to try.	Pupil voice Extra curricular tracker
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	83% of children attended an extra curricular club this year. 78 clubs were run a range of staff and external provider. A number of children joined the clubs outside of school after their participation in school club.	Engagement levels of enrichment opportunities planned. Engagement levels and quality of lessons of children in curriculum P.E. through observation. Higher numbers of children signing up and attending extra-curricular clubs able to be tracked on registers. Subject leader plans and SSP log for activities, enrichment and extra-curricular clubs planned.	Increased attendance levels in extra curricular clubs. Increase from 47% to 83% of pupils attending an extra curricular club. Children engaging in more daily physical activities, with structured games and extra resources provided during breaktimes. At KS2 classes have been provided with bags of balls and skipping ropes as an alternative to the daily mile.	£4800 for SSP run clubs

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