



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



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Department
for Education

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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	The children had access to a full term of swimming, delivered by specialised swimming teachers. This enabled them to develop their skills, confidence and stamina in the water, supporting them to swim competently, confidently and proficiently over a distance of at least 25 metres.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils were taught by specialised swimming teachers over a full term, giving them regular opportunities to practise and refine a range of strokes, including front crawl, backstroke and breaststroke. This consistent provision supported effective technique and increased confidence across all strokes.	Some pupils required additional time to build confidence in the water, which limited progress with more advanced strokes.
3. Perform safe self-rescue in different water-based situations	Pupils were taught key water safety and self-rescue skills as part of their swimming programme.	*Some pupils struggled to apply water safety and self-rescue skills independently without adult support.

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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>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Staff confidence, knowledge and skills in teaching PE were strengthened through the use of external sports coaching. Specialist coaches, including Leicester City football coaches and rugby coaches, worked alongside staff to model high-quality teaching, provide subject-specific expertise and support professional development. This helped to upskill staff and improve the quality of PE provision across the school.</p>	<p>Getting sessions for all PE teachers</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Engagement in physical activity increased through the use of external sports coaches and structured competitive opportunities. Pupils took part in competitions with local teams, and a wide range of extra-curricular clubs was offered, allowing children to access activities that matched their interests and helped encourage regular participation in sport and physical activity.</p>	<p>Not all pupils were able to attend extra-curricular clubs due to capacity limits or timetable clashes.</p>

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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 and sport were regularly celebrated in assemblies, newsletters and displays, raising their visibility across the school. Success in competitions and participation in sporting events helped promote a positive sporting culture and sense of achievement. The involvement of external sports coaches enhanced the status of PE and provided role models for pupils. Whole-school events such as sports days and themed activity weeks encouraged wider engagement from pupils and staff. PE was increasingly viewed as an important part of pupils' wellbeing and personal development.	Some staff felt less confident promoting PE and sport beyond structured lessons and events.
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 comprehensive PE curriculum was implemented to expose pupils to a wide range of sports and physical activities. This was enhanced through the use of specialist coaches, including targeted girls' football sessions, which increased participation, confidence and enjoyment. Together, these approaches ensured more equal access to high-quality sporting opportunities for both boys and girls and supported positive attitudes towards physical activity across the school.	
5. Increasing participation in competitive sport	Pupils were given increased opportunities to take part in inter-school competitions through links with local schools and sports partnerships. A range of competitive events and festivals were offered, allowing pupils of different abilities to participate and experience competition in an inclusive way. The use of specialist sports coaches helped prepare pupils for competitions and increased confidence and skill levels. Opportunities to represent the school raised enthusiasm and motivation towards competitive sport.	Limitation of local competitions

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Aim	Why?	Key Area	Supporting evidence
<p>Implementing the Leicester City FC program to boost girls' participation in football, fostering inclusivity and skill development.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Development of staff improve the ability to run school sessions in football, especially girls. To run after school clubs more effectively.</p>	<p>. Increased confidence, knowledge and skills of all staff in teaching PE and sport 2. Engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole school improvement 4. Broader experience of a range of sports and activities offered to all pupils. 5. Increased participation in competitive sports</p>	<p>More girls are playing football at lunchtime.</p> <p>We have a large uptake in the year 5/6 football club that has been set up.</p>
<p>To continue developing opportunities for children to engage in both structured physical activity and free play during breaks and lunchtimes, we are excited to introduce sports coaches at lunchtime. This initiative aims to provide pupils with the guidance and support they need to participate in a variety of physical activities, fostering a love for sports and an active lifestyle.</p>	<p>The initiative impacts pupils by increasing their engagement in regular physical activity and offering a broader range of sports and activities. It also raises the profile of PE and sport across the school, contributing to overall school improvement. high quality physical education programs. Additionally, fostering a culture of active living among pupils will help sustain their interest and participation in physical activities over time.</p>	<p>. Engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole school improvement 4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>There has been an increase in children playing active games during the lunch hour</p>

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>To continue to develop the opportunity for children to partake in more structured physical activity as well as free play during breaks and lunchtimes by the training of pupils. Getset4pe planning</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in physical activities.</p> <p>Development of lunchtime support by pupils improving their ability to run games and physical activity sessions during lunchtimes effectively.</p> <p>Pupils see more opportunities to take part in physical activity and sport sessions out of the classroom environment more regularly. (</p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport 3. The profile of PE and sport is raised across the school as a tool for whole school improvement 4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Add text here</p>
<p>Develop stronger after school clubs access using Superstar Sports. Build a wider range of experiences and sports/ activities for the pupils to access</p>	<p>More pupils access the after-school clubs. More pupils experience a range of activities they might not normally participate in. More involvement in mixing of pupils within a sporting/ activity environment. Sign posting to other clubs within the local area.</p>	<p>Engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole school improvement 4. Broader experience of a range of sports and activities offered to all pupils. e</p>	<p>Add text here</p>
<p>To attend 3 competitions out of school.</p>	<p>Staff are able and confident to access a range of completions. Staff are able to organize and be involved in competitions on a regular basis. Pupils have the opportunity to access regular competitions in the local area.</p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport – setting up competitions access and 3. The profile of PE and sport is raised across the school as a tool for whole school improvement 5. Increased participation in competitive sport</p>	<p>Football tournaments Dodgeball tournaments Tennis</p>

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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	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 by the use of sports coaches.	Employ external sports coaches to deliver structured, inclusive physical activities at lunchtime. Provide a range of engaging sports and games to appeal to different interests and abilities. Target pupils who are less active or less confident to encourage wider participation. Monitor pupil engagement and adapt activities to ensure accessibility for all year groups	<ul style="list-style-type: none"> •Increased levels of physical activity during lunchtimes. •Improved engagement and enjoyment in physical activity, particularly among less active pupils. •Positive behaviour and wellbeing benefits during and after lunchtime. •Greater confidence and willingness among pupils to participate in sport and physical activity. 	.
	What impact have you seen?			Approx. cost
Evaluate				£400 per month £4,800

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)	To use a sports mentor to work with targeted pupils through physical activity, in order to develop resilience, improve confidence, and promote a positive attitude towards sport and physical activity.	<ul style="list-style-type: none"> •Deploy a sports mentor to work with selected individuals and small groups during the school day. •Deliver personalised sporting activities tailored to pupils' needs, interests and confidence levels. •Use sport as a tool to develop resilience, perseverance, teamwork and positive coping strategies. •Work alongside class teachers to identify pupils who would benefit most from targeted mentoring and monitor progress over time. 	<ul style="list-style-type: none"> •Improved resilience and perseverance when faced with physical and personal challenges. •Increased confidence and a more positive attitude towards sport and physical activity. •Greater engagement and willingness to participate in PE lessons and physical activities. •Positive transfer of skills such as resilience and self-belief into wider learning and school life. 	Add text here
				Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£700 per month = £8,700

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)	To increase pupils' participation, enjoyment and confidence in physical activity by using a professional coaching company to deliver a wide range of high-quality sports activities.	Commission an external coaching company to deliver structured sports sessions during curriculum time and/or extra-curricular clubs. Ensure a variety of sports and physical activities are offered to engage pupils of different interests and abilities. Use specialist coaches to model high-quality practice and inclusive approaches to physical activity. Establish clear communication with the coaching company to ensure sessions align with school priorities and pupil needs.	Increased participation in sport and physical activity, particularly among disadvantaged pupils. Improved confidence, enjoyment and positive attitudes towards sport and physical activity. Greater access to high-quality sporting opportunities for all pupils. Increased staff confidence and subject knowledge in delivering PE and after-school sports through sustained CPD. A more inclusive, sustainable sporting offer that supports both pupil wellbeing and whole-school improvement.	
				Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£200 per month £2,400

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)	To improve the quality and consistency of PE teaching across the school by purchasing a high-quality sports scheme that provides structured CPD for the sports lead and class teachers	<ul style="list-style-type: none"> •Purchase a high-quality, progressive PE and sport scheme that includes detailed lesson plans, assessment tools and CPD materials. •Use the scheme to support the sports lead in strengthening subject knowledge and leadership of PE. •Provide access for all teaching staff to support planning, delivery and assessment of PE lessons. •Use staff meetings, team teaching and ongoing support to embed the scheme and develop teachers' confidence and competence in delivering high-quality PE. 	Improved staff confidence, subject knowledge and consistency in PE delivery across the school. Higher-quality PE lessons that are engaging, inclusive and progressive for all pupils. Increased pupil enjoyment, participation and skill development in PE. A sustainable improvement in PE provision through well-trained staff and a clear, structured curriculum.	Add text here
				Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here £500