





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

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Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

- 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)

- 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.*

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	89% of Year 6 pupils were able to swim confidently and proficiently over a distance of at least 25 metres.	A small number of pupils did not achieve the 25m standard by the end of Year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	89% of pupils could use a range of strokes effectively, including front crawl, backstroke and breaststroke. Swimming instruction enabled pupils to develop competency across multiple strokes	A minority of pupils were not yet secure in applying a range of strokes confidently across different swimming contexts.
3. Perform safe self-rescue in different water-based situations	78% of pupils could perform safe self-rescue in different water-based situations. Water safety was incorporated into swimming provision and pupils demonstrated improved awareness of personal safety	Self-rescue remains the weakest of the three swimming measures and therefore requires further development through additional water safety teaching and practical experience.

Review of the last academic year (2024/2025)

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	Specialist coaches worked alongside teachers to develop subject knowledge and confidence in teaching PE. Staff benefitted from mentoring, modelling and access to high-quality planning resources. Teacher confidence increased across a range of PE activities.	Staff confidence varies across different activity areas and further professional development is required to ensure consistently high-quality PE teaching throughout the school.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A wide range of extra-curricular clubs and sporting opportunities encouraged high levels of pupil participation. Physical activity opportunities were provided free of charge to make them accessible to all pupils including the most disadvantaged, helping remove barriers to participation.	Further work is needed to identify and support the least active pupils, particularly some girls, to engage regularly in physical activity and organised sport.

Review of the last academic year (2024/2025)

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 maintained a high profile through competitions, clubs, celebration of achievements and links with wider wellbeing initiatives. Pupils recognised the importance of being physically active and healthy.	There is scope to further develop pupil leadership opportunities and increase pupil involvement in promoting physical activity throughout 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	Pupils accessed a broad range of sporting opportunities. Provision successfully supported participation by SEND pupils, disadvantaged pupils and girls through targeted opportunities and removal of financial barriers.	Participation rates between different pupil groups should continue to be monitored to ensure all pupils access a wide range of opportunities and experiences.
5. Increasing participation in competitive sport	Pupils participated in School Games events, inter-school competitions and local festivals. This increased opportunities for representation, teamwork, resilience and sporting success.	Further opportunities are needed to increase participation among less confident pupils and ensure a wider range of pupils experience competitive sport.

Aims for the next academic year (2025/2026)

- 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	6 pupils in total 50% of Year 6 pupils achieved the 25m expectation and continue targeted support where needed	50% of pupils did not achieve the required standard and need earlier intervention and additional support opportunities.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	50% of Year 6 pupils could use a range of strokes effectively Swimming instruction enabled pupils to develop competency across multiple strokes	505 of pupils were not yet secure in applying a range of strokes confidently across different swimming contexts.
3. Perform safe self-rescue in different water-based situations	50% could perform safe self-rescue in different water-based situations. Water safety was incorporated into swimming provision and pupils demonstrated improved awareness of personal safety	Self-rescue is still the weakest of the three swimming measures and requires further development through additional water safety teaching and practical experience. Coaches at the pool will develop this.

Plan, monitor and evaluate (2025/2026)

- 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: Staff Confidence and PE Quality

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To improve staff confidence and the quality of PE teaching	Continued use of specialist coaching support, PE leader monitoring, shared planning, mentoring opportunities and access to professional development resources.	Improved quality of PE teaching, increased teacher confidence and greater consistency across the curriculum.	Lesson observations, staff voice surveys, PE monitoring records and pupil outcomes.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluation	Teachers demonstrate increased confidence when teaching PE and are less reliant on external specialist support. Lesson observations show good subject knowledge, appropriate progression of skills and strong pupil engagement. Staff report greater confidence in delivering a wider range of activities and adapting lessons to meet the needs of all learners.	Staff have benefited from ongoing mentoring and coaching and are now better equipped to deliver high-quality PE independently. The new PE Lead will provide monitoring, support and guidance to ensure standards remain high.	Pupil enthusiasm and participation in school sporting activities. Lesson observations	Sports coaches and forest schools coaches to support with improving PE lessons **£3675**

Your objective: Physical activity and Active Lifestyles

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase participation in daily physical activity, particularly amongst less active pupils	Develop active lunchtimes, provide quality playground equipment, offer extra-curricular clubs and encourage active travel.	Increased activity levels, improved wellbeing and greater participation in physical activity opportunities.	Participation records, club registers, pupil surveys and playground observations
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluation	Participation in physical activity is strong and playtimes are very active . Pupils demonstrate improved understanding of healthy lifestyles and there are fewer pupils identified as inactive during break and lunch times. Participation amongst disadvantaged pupils and pupils with SEND has remained strong.	Maintain a rolling program of purchasing new equipment so it can continue to be used in future years. active playtimes are part of the school day. Staff have developed the confidence to lead activities independently and encourage participation from all pupils.	Observations of lunch and playtimes, children's choice of ativity and interactions between them. KS1 Use of Opal approach continues.	Lunchtime and after school clubs: Cpoaches and School staff Bus between sites £3230 Resources: £451

Your objective: Raising the Profile of PE and Sport

	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)	Further raise the profile of PE and sport across the school community	Celebrate sporting success through assemblies and newsletters, develop Sports Leaders and promote healthy lifestyles	Greater pupil engagement, positive attitudes towards physical activity and increased leadership opportunities.	Newsletters, assembly records and pupil voice
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluation	PE and sport have a visible presence throughout school life. Pupils demonstrate pride in sporting achievements and are increasingly motivated to participate in competitions and leadership opportunities. PE contributes positively to pupils' wellbeing, confidence and personal development.	The Sports Leader programme will continue into next year, creating opportunities for new pupil leaders. Celebrating sporting success in school and outside of school has become embedded through assemblies, newsletters and school communications. Established systems ensure the profile of PE remains high across the school.	Lesson observations, newsletters, pupil voice, participation in cluster sports activites (eg 100% Ks2 pupils attended cross country event)	School administrator and PE subject leader time

Your objective: Broader and more equal opportunities

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Provide inclusive sporting opportunities and wider experiences for all pupils	Target SEND, disadvantaged pupils and girls through personalised opportunities, additional clubs and wider sporting experiences.	Improved access, participation and confidence amongst targeted groups.	Participation data, SEND tracking and pupil questionnaires.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluation	Forest schools has been particularly popular and has encouraged pupils to be active outdoors in all weathers. Pupils have experienced a wider range of sports and activities beyond the national curriculum, (bikeability, horseracing, sailing) leading to improved confidence, enjoyment and willingness to participate. Broader sporting opportunities expose children to opportunities in the local community, in line with their interests.	Staff have increased awareness of barriers to participation and routinely adapt opportunities to ensure all pupils can take part. Partnerships with local providers and sporting organisations continue to expand opportunities for future cohorts.	100% pupils including disadvantaged and SEND have had the opportunity to challenge themselves to try new activities within their local Dales community. (Aysgarth, sailing etc) 100% Year 6 pupils enthusiastically agreed that the visit to the racing stables was 'the best trip we've ever been on'	Forest schools (included in coaching costs) Sailing Skip to b fit Game of Actual life Racing stables **£779**

Your objective: Objective 5 Competitive Sport

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase opportunities for participation in competitive sport.	Continue School Games membership, attend local competitions and participate in and organise intra-school events	Increased participation, confidence, resilience and sporting representation.	Competition registers, School Games records and pupil voice.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluation	Pupils demonstrate increased confidence, resilience, teamwork and sportsmanship as a result of competing against other schools. The profile of competitive sport has been raised and pupils show greater enthusiasm for participating in sporting events. This builds on the positive impact reported through previous School Games and competition involvement.	Staff have developed confidence in organising and facilitating competitions, reducing reliance on external providers. Annual competition calendars, established transport arrangements and ongoing School Games membership ensure that participation opportunities remain embedded within the school's PE and sport offer.	Records of inter-school competitions attended. Team sheets and event entry forms. School newsletters celebrating participation and achievement. Photographs of events and competitions. Pupil voice surveys demonstrating increased enjoyment and confidence.	competition entry fees, transport to sporting events **£1058**

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