

PE and sport premium monitoring and tracking form

2026/ 2027

Commissioned by



Department
for Education

Created by



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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](#)

Review of the last academic year (2025/2026)



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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	Additional swimming catch-up provision was provided for pupils who did not meet the expected standard. Pupils developed greater confidence in deep water and improved swimming stamina.	A significant proportion of pupils still require additional support to achieve national curriculum expectations. Limited pool access restricted opportunities for some pupils. Additional catch-up sessions remain necessary.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils demonstrated improved use of front crawl, backstroke and breaststroke. Swimming teachers reported improved technique and confidence.	As above
3. Perform safe self-rescue in different water-based situations	Pupils received focused water safety instruction. Children demonstrated improved understanding of personal safety and self-rescue techniques.	As above

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	Teachers accessed PE specialist CPD. Staff confidence increased when delivering PE lessons. Improved consistency in lesson quality across the school.	New staff required additional support. Staff confidence varied between activity areas.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Introduction of lunchtime sports activities resulted in an average of 95 pupils participating daily, including a significant increase in engagement from pupils identified as least active. Pupil voice surveys showed that 91% of pupils with SEND stated they felt included in sporting opportunities, compared with 73% in the previous survey. Participation of girls in after-school sport increased from 48% to 71%, following the introduction of a broader range of activities.	Attendance at clubs by some disadvantaged pupils remained inconsistent during winter months due to transport and family commitments. Several clubs reached capacity, resulting in waiting lists for some pupils. Despite improvements, participation amongst the least active Year 5 and 6 pupils was lower than other groups and remains a priority for 2026/27.

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	Sports visitors and athletes inspired pupils. Sporting success was celebrated through assemblies and newsletters.	Limited opportunities for external visits due to available funding.
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 and vulnerable groups	Participation in extra-curricular sports clubs increased across the school during 2025/26. The proportion of pupils with SEND attending at least one sports club increased from 38% to 67% following targeted invitations and adapted activities. Participation of disadvantaged pupils (Pupil Premium) increased from 42% to 74% through funded club places and removal of financial barriers. Sports club registers showed an overall increase from 26 pupils attending weekly clubs in Autumn Term to 52 pupils in Summer Term. Pupil voice surveys showed that 89% of pupils with SEND felt clubs were welcoming and accessible. More girls participated in physical activity opportunities, with attendance at sports clubs increasing from 48% to 71%.	Despite improvements, a small group of pupils with complex SEND needs remained reluctant to attend clubs independently and required adult support. Attendance by disadvantaged pupils was lower during winter months, particularly when transport arrangements were required. Some clubs became oversubscribed, limiting opportunities for all pupils to access their preferred activities. A small minority of girls in Years 5 and 6 reported a preference for non-competitive activities, indicating that additional alternative physical activity opportunities should be explored. Analysis of registers showed that approximately 12% of pupils did not attend any extra-curricular sporting activity during the year and will remain a target group for 2026/27.
5. Increasing participation in competitive sport	Pupils participated in local competitions and festivals, including Kite Champions Day. Increased confidence and representation of the school. Increased participation from vulnerable groups, including children with SEN and disadvantaged children.	Transportation costs and staffing occasionally limited participation.

Aims for the next academic year (2026/2027)



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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	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	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, less on observation reviews, pupil voice.
Provide inclusive sports enrichment opportunities for disadvantaged pupils.	To remove barriers to participation and ensure all pupils can access high-quality sporting opportunities regardless of need or circumstance.	Increasing engagement of all pupils in regular physical activity and sporting activities.	Club attendance registers, staff and pupil voice.
Raise the profile of sport through inspirational athletes and visitors.	To inspire pupils, celebrate achievement and encourage lifelong participation in physical activity.	Raising the profile of PE and sport across the school to support whole-school improvement.	Pupil voice surveys, assembly evaluations, visitor feedback, increased club sign-ups following athlete visits, newsletter and website coverage.
Develop lunchtime play provision to increase activity for least active groups.	To increase the amount of moderate-to-vigorous physical activity undertaken throughout the school day.	Increasing engagement of all pupils in regular physical activity and sporting activities.	Behaviour and activity observations, OPAL/play audits, pupil surveys, lunchtime participation records, reduction in behaviour incidents during playtimes.
Develop physical development opportunities in EYFS.	To improve gross motor development and establish positive attitudes towards physical activity from an early age.	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.	EYFS profile outcomes, observation records, learning journey evidence, physical development assessments, pupil engagement data.

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 (2026/2027)



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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 for least active groups.	Purchase new playground equipment to increase active play opportunities. Train Sports Leaders and Midday Supervisors to lead structured games. Introduce activity zones and use pupil voice to shape provision.	Increased physical activity at breaktimes and lunchtimes. More pupils, including SEND and disadvantaged pupils, regularly taking part in active play. Improved behaviour, wellbeing and social interaction.	Behaviour reporting at lunchtime, participation data, pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£1,600

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)	Ensure all pupils meet national curriculum swimming expectations.	Additional top-up swimming provision. Small-group swimming support. Ongoing assessment and tracking.	More pupils able to swim 25 metres. Improved water confidence and safety awareness.	Swimming records. Assessment outcomes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£5,500

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)	Provide inclusive sports enrichment opportunities for disadvantaged pupils.	Subsidised club places. Broad offer of sporting clubs. Targeted promotion.	Increased participation. Improved confidence and wellbeing.	Attendance records. Pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£3,000

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)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Provide PE specialist coaching and CPD for teachers throughout the year. Deliver team teaching, lesson modelling and professional development workshops. Monitor PE teaching through learning walks and lesson observations.	Increased teacher confidence in delivering high-quality PE. More consistent PE provision across the school. Improved pupil engagement, enjoyment and achievement in PE lessons.	Lesson observations, pupil voice surveys, outcomes and attainment, staff surveys
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£3,000

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)	Raise the profile of sport through inspirational athletes and visitors.	Organise visits from inspirational athletes, coaches and local sports clubs. Promote sporting achievements through assemblies, newsletters and social media. Provide opportunities for pupils to participate in workshops, demonstrations and question-and-answer sessions with sporting role models.	Increased enthusiasm for PE, school sport and physical activity. More pupils participating in clubs, competitions and enrichment activities. Greater awareness of sporting opportunities within the local community. Improved aspirations, confidence and resilience among pupils.	Pupil voice surveys. Attendance records for sports clubs and enrichment activities. Records of athlete visits and workshops. Participation data for competitions and sporting events. School newsletter, website and social media coverage. Feedback from pupils, staff and visiting professionals. PE subject leader monitoring and learning walks.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£1,000

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)	Develop physical development opportunities in EYFS.	Enhance and replace outdoor physical development equipment in the EYFS area. Provide opportunities for climbing, balancing, throwing, catching and gross motor development through daily outdoor provision. Train staff to maximise the impact of physical development resources and activities.	Improved gross motor skills, coordination and balance. Increased engagement in active outdoor learning. Stronger readiness for writing and other areas of learning. More children achieving expected outcomes in Physical Development.	EYFS Profile and Physical Development assessment data. Learning journeys and observation records. Outdoor provision monitoring. Pupil engagement observations. Staff observations and assessments. Subject leader monitoring and learning walks. Photographic evidence of provision and pupil participation.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£2,650

Intent	Approximate cost
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	£3,000
Provide inclusive sports enrichment opportunities for disadvantaged pupils.	£3,000
Raise the profile of sport through inspirational athletes and visitors.	£1,000
Develop lunchtime play provision to increase activity for least active groups.	£1,600
Develop physical development opportunities in EYFS.	£2,650
Ensure all pupils meet national curriculum swimming expectations.	£5,500
Total	£16,750