

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

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:

- [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	76% Y6 can swim over 25 metres. 17% children met national requirements in swimming lessons in Autumn term. 43 children accessed the top up programme with 29 passing over 6 sessions in July. 6 of the children who did not pass joined the school in Y4 or later. 2 of the children had medical reasons that prevented them from regularly accessing swimming from Y1 to Y6	Only 17% met the 25 metres in Autumn term. 43 needed top ups.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% All children performed a range of strokes across their Y6 swimming lessons. All children attempted front crawl and backstroke. High ability children were challenged and introduced to breaststroke and butterfly.	Add text here
3. Perform safe self-rescue in different water-based situations	100% All children succeeded in performing a self-rescue and demonstrating water safety in a specific session in Autumn.	Add text here

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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Impact - New PE curriculum has been more engaging with children more excited to come to school on PE days and notice improvements in their own mental health. - Staff feel supported by resources and planning to deliver high quality lessons. - High % of staff received CPD by observing and partnering with specialist coaching in dance and gymnastics (allow school to be self-sufficient and deliver high quality PE). - Broad PE offer has had a positive impact on the profile of PE. Evidence (staff feedback) 12 staff observed and partnered with specialist coaches in dance and gymnastics as part of the schools CPD offer to staff. 70% agreed working with specialist coaches as part of their CPD has had a positive impact on their ability to teach PE. - Staff feel supported with 100% aware of resources, lesson plans and skills videos that are provided for them on sharepoint. 80% believed after accessing the CPD they had the relevant subject knowledge to deliver high quality PE lessons as well as engaging learners of different abilities. (Y2 and Y6 pupil voice) - Y6 children voiced they felt proud, excited and happy after taking part in PE. 100% of year 4's felt they had shown improvements in swimming in stroke development. 100% of Y5 and Y6 stated that PE offers challenge and the opportunity to improve skill.	Under reported CPD outcomes for broader staff team. Although staff attended CPD, impact tracking was not clearly documented. There is no record how CPD directly improved lesson delivery. While staff observed lessons it is unclear how this translated into their own teaching.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Impact - Sports leaders to feel empowered and have sustainable lunch provision run by children. - Offer physical activities supporting pupils physical, mental and emotional wellbeing. - Reduced the number of less active children and promote physical activity across the school. Evidence – sports leaders survey 90% of sports leaders feel like they have made a positive difference as well as 70% expressing they have grown in confidence during their role. (Y5/6 PE & WO) 76% of pupil voice across KS2 have participated in lunch time activities. 93% of the Y5/6 children who attend breakfast club, believe the activities run by the sports coach made breakfast club more enjoyable. 85% of Y5/6 pupils enjoyed having access to clubs every week while 68% believed the variety of clubs currently running has encouraged them to try something new. 73% voiced that lunch times are more more and active. (Y2-6 pupil voice) - Year 4 found 70% noticed their skills increased since working with the sports coach. 50% Y2 children accessed PE based after school clubs, they were proud and happy and happy to attend	Limited evidence of impact from wider opportunities While activities like skiing and water sports were exciting, there's limited data to show lasting impact on physical activity habits or skills development for those involved. No follow up date for enrichment experiences, making it difficult to evaluate their long-term value or justify repeat spending.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Impact - Improvement in behaviour and learning after being physical active - Sensory circuits have offered children a safe and active way to prepare for the day (regulating emotions, ready to learn). - Promote communication, teamwork and foster togetherness through team activities. - Competition success promoted in news letter, social media and celebration workshop (e.g. cross country, swimming, water polo). - Children who participated in Tennis ACS attended Wimbledon on 2.7.25. Evidence – (Y2-Y6 pupil voice) - Children recognized that the school values of perseverance, friendship and following the school's code of conduct was strengthened in PE. - Y5 children highlighted children felt more awake and ready to learn due to participating in PA during breakfast club. - Children could state extracurricular links – history of sports, athletes called by God in worship, global warming in dance and angles in gymnastics. 73% of children accessing sensory circuits felt they could concentrate better in class and 80% felt encouraged to come to school on time (sensory circuit voice) 93% voiced they would like sensory circuits to continue next year (sensory circuit voice)	Although staff attended CPD, impact tracking (e.g. lesson quality audits or teaching confidence surveys) was not clearly documented for all activities.
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	Impact - Offer wider opportunities to enable pupils to use life-long skills in and practical situations. - Top up programme offers Y6 children chance to complete 25ms swim. - Pupils eager to attend ASC raising the levels of PA across school. Evidence – (Y2-Y6 pupil voice) - Children voiced they enjoyed traveling to different facilities for sports. 100% of year 6 children are confident swimmers and enjoy swimming lessons. 100% of year 2 pupils loved PE, with 80% specifically stating swimming as their favourite. 70% Y3 pupils access swimming out of school, influenced by school lessons. 100% children said lunchtimes were more enjoyable because of the activities offered. - Children (Y5) mentioned how taking part in water sports had allowed them to conquer their fears overcoming nervousness and feeling proud of their achievements. - Teachers and sports coaches taught the skills and they were thankful to have sports leaders in leading games. 90% of children enjoyed dance – opportunity to move and create. 100% loved gymnastics. (Y5&Y6 PE&WO) 100% of Y5/6 children attended wider opportunity (skiing, water sports, waterpark) and valued the experience	While activities like skiing and water sports were exciting, there's limited data to show last impact on physical activity habits or skill development for those involved.
5. Increasing participation in competitive sport	Impact - Enter competitions relating to children's skillset. - Inter school competitions for Y3-Y6. - The school won the North Liverpool Swimming Gala Heats and competed in the final. - Intra school competitions such as dodgeball and handball offered to all KS2 to encourage physical activity. Evidence (Y2-Y6) pupil voice) 60% of Y6 children had taken part in inter school competitions including water polo, football and swimming. 100% take part in sports out of school – 7 swim, 2 football and 1 dance (Y6). - Intra school competitions at lunchtimes such as dodgeball and handball offered to all KS2. (Y5/6 PE&WO) 76% of pupils voice across KS2 pupil voice have participated in lunch time activities. 93% have felt confident taking part in peer-led lunch activities.	No follow up data for enrichment experiences, making it difficult to evaluate their long term value or justify repeat spending.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*
 - 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	80% Y6 can swim 25 metres 46.6% Y6 met national requirements in swimming in lessons in Autumn term.)	30 children had access to top up lessons – we attended 6 out of 10 top up lessons. 2 children could swim 25 metres but were not assessed during Autumn. 12 children out of a cohort of 50 children did not meet the expected 25 metres. 4 children did not attend top up. 4 children were expected to pass (if they attended all 10 top up sessions)
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	46% Y6 can swim a range of different strokes (to be updated)	To be updated.
3. Perform safe self-rescue in different water-based situations	59% can perform self-rescue (to be updated)	To be updated.

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: 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.



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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 continue to develop the delivery of PE through teachers alongside specialist sports coaches. To continue to embed the current PE program. Get set 4 PE and ensure a skill-based curriculum.	Staff to work alongside sports coaches to deliver the PE curriculum. Full of Beans (gymnastics) to work alongside teaching staff to develop skills and knowledge. Use further specialist coaches to develop skills and staff expertise. Complete teacher voice to monitor staff expertise. The quality of education within PE to be evaluated throughout the year, with the teaching of skills being a focus.	Each class teacher to be developed in the delivery of PE through the role of a sports coach. Get Set 4 PE will meet the needs of children. Ensuring skills are being taught. Delivered by teaching staff who have a clear intent and understanding of how to teach skill-based lessons.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff are now more confident delivering skill-based lessons independently and have improved subject knowledge across a range of sports. Pupils demonstrate improved fundamental movement skills, higher engagement in PE lessons and increased confidence when participating. The Get Set 4 PE scheme has provided greater consistency and progression across year groups, ensuring all pupils receive high-quality PE.	Staff have developed knowledge and practical teaching skills that will remain within the school. Resources and planning from Get Set 4 PE can continue to be used year after year. Ongoing monitoring, lesson observations and staff voice will identify future CPD needs. Experienced teachers will continue to share good practice with colleagues, reducing reliance on external coaches over time.	Teacher voice questionnaires showing increased confidence. Lesson observations and learning walks demonstrating improved teaching practice. PE lead monitoring records. Get Set 4 PE planning and assessment data. Pupil voice showing enjoyment and confidence in PE. Increased pupil engagement and participation during lessons.	Get Set 4 PE Subscription: £593.75 Specialist Sports Coaches: Gymnastics Specialist (Full of Beans): £1005 (aut), £804 (spr)

Your objective: 2. Increasing engagement of all pupils in regular physical activity and sporting activities.



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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 broaden the range of sports clubs offered to children. To continue to embed PLT group (sports leadership group) within school and on playtimes. To continue to develop breakfast / lunchtime physical activities and opportunities for all children.	Use external sports providers from the local community as well as staff to ensure a broad range of activities are being delivered. Use employed specialist coaches for enrichment. Use pupil voice and feedback from PLT group to inform clubs that are offered and the providers that will come into school. Establish new group of PLT leaders. Discuss new playtime rules. Equipment will be purchased to develop Physical activity at lunchtime. VU to monitor and evaluate PA opportunities during unstructured times (breakfast club) and adjust where needed. School to ensure the sporting equipment available for pupils is looked after and respected. Lunchtime leaders to be provided with CPD in structuring organized play on the playground.	Y6, Y5, Y4 children will have taken on their roles. Children behaviour will have improved due to the availability of more games and resources. Lunchtime provision will continue to improve for all pupils. Opportunities for physical activity will have improved for all pupils. The quality of equipment and activities will have improved for all pupils.	Club registers will evidence that children have taken part in a range of different clubs. Feedback from pupil voice will have informed leaders of clubs choices. School will use a variety of sports providers and staff specialisms to enhance options. Receipts of play equipment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	A wider range of extra-curricular sports clubs has increased participation. Pupil voice has directly influenced the choice of clubs, resulting in higher engagement and enjoyment. The PLT (Sports Leadership Team) has successfully supported active lunchtimes by leading games, encouraging participation and acting as positive role models for younger pupils. Lunchtime behaviour has improved as pupils have access to structured activities and quality equipment. Increased opportunities for physical activity during breakfast club and lunchtimes have resulted in more active pupils and higher levels of engagement throughout the school day.	The PLT leadership programme will continue each year by training new Year 4, 5 and 6 pupils to take on leadership roles. Equipment purchased will continue to be used across future years and replenished where necessary. Strong partnerships with local sports providers will ensure a varied programme of clubs can continue. Annual pupil voice surveys will continue to shape club provision and lunchtime activities, ensuring they meet the interests of pupils. Lunchtime supervisors and staff have developed confidence in organising active play, reducing reliance on external support.	- Extra-curricular club registers showing increased participation. - Pupil voice questionnaires demonstrating high levels of enjoyment and influencing club choices. - PLT meeting minutes and leadership records. - Behaviour logs showing improved behaviour during lunchtimes. - Playground observations and learning walks. - Photographs of clubs, playground activities and leadership events. - Inventory and receipts for playground equipment purchased. - Staff observations of increased participation and engagement during unstructured times.	External Sports Coaches & Club Providers: Playground Equipment: £674.87 PLT Leadership Training & Resources: N/A Breakfast/Lunchtime Activity Resources: £245.50 (-50%)

Your objective: 3. Raising the profile of PE and sport across the school, to support whole school improvement



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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 continue to increase participation in competitive sporting events. To continue to develop sports teams. To continue to work on establishing specialist coaching (gym and dance). To work towards games mark accreditation.	Team competitions and inter/intra school competitions North Liverpool Sports Network throughout the year. Membership to Liverpool sports network. Commitment to programme Continue to provide high quality sports across school through specialist sports teaching to support the development of children's skills across all areas of PE. To achieve Bronze, silver of gold.	Children will continue to learn more about sportsmanship and the rules of competitions. Children will participate in competitions. The profile of PE and sport will continue to be raised through celebrating achievements in sports inside / outside of sport. Class teachers will be supported in the delivery of PE (Get set 4 PE website) and by specialist coaches.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in competitive sport has continued to increase, with more pupils representing the school in a wider range of sports and competitions. Teams have demonstrated improved teamwork, resilience, sportsmanship and confidence when competing. Specialist coaching has enhanced pupils' skills in PE lessons and supported greater success in competitions. The profile of PE has been raised through celebrating achievements in assemblies, newsletters, social media and displays encouraging more pupils to become involved. The school has continued to work towards the School Games Mark by providing a broad range of competitive opportunities and inclusive sporting events.	Membership of the North Liverpool Sports Network will continue to provide regular access to competitions and festivals. Staff have developed greater confidence in organising and leading teams, reducing reliance on external support. Specialist coaching has increased staff expertise, ensuring high-quality PE provision can continue. Celebration of sporting success has become embedded within school routines through assemblies, newsletters and displays. Resources, partnerships and competition calendars will continue to support participation in future years.	• Competition registers and participation records. • North Liverpool Sports Network membership and event records. • School Games Mark application and accreditation evidence. • Photographs of competitions, festivals and sporting events. • Newsletters, school website and social media celebrating sporting achievements. • Assembly records recognising sporting success. • Lesson observations and PE monitoring records. • Pupil voice demonstrating increased enjoyment, confidence and aspiration in sport	North Liverpool Sports Network Membership: £796 Competition Entry Fees & Transport: £1576 (aut, spr) Specialist Coaching (Gymnastics/Dance): £2125 (aut), £1764 (spr)

Your objective: 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



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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 provide all pupils, regardless of gender, ability or background, with opportunities to experience a wider range of sports and physical activities. Increase participation, enjoyment and confidence in PE and school sport, particularly among less active pupils and girls.	• Introduce a broader range of activities such as dodgeball, archery, dance, yoga, orienteering, fitness circuits and inclusive sports. • Provide lunchtime and after-school clubs aimed at different interests and age groups. • Ensure equal access for boys and girls to all clubs, competitions and leadership opportunities. • Use pupil voice surveys to identify activities pupils would like to try. • Organise sports festivals and taster sessions with local sports providers. • Train staff to deliver a wider variety of activities confidently	• Increased participation in PE, clubs and competitions. • Improved engagement and enjoyment of physical activity. • Greater confidence among pupils who are less active. • Increased participation rates for girls and disadvantaged pupils. • Improved physical literacy, teamwork and resilience	Club attendance registers. • Pupil voice surveys. • Participation data by gender and pupil groups. • PE assessment records. • Staff observations and monitoring reports
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased uptake of extra-curricular clubs across all year groups. • More girls participating in clubs and competitions. • Positive pupil feedback regarding new activities. • Increased confidence and willingness to participate in PE lessons. • Higher engagement from previously inactive pupils	Yes. Staff have received training and resources to continue delivering activities. Equipment purchased can be used for future cohorts. Established links with local clubs and community providers will continue to support opportunities for pupils. Annual pupil voice surveys will inform future provision.	• Comparison of participation data from autumn to summer terms. • Pupil questionnaires showing increased enjoyment. • Club registers demonstrating sustained attendance. • Monitoring reports and PE coordinator evaluations. • Evidence of staff CPD and lesson observations.	See above costing.

Your objective: 5. Increasing participation in competitive 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 increase participation in competitive sport by ensuring all pupils, regardless of ability, gender or background, have opportunities to take part in intra-school and inter-school competitions. To encourage positive attitudes towards competition, teamwork, resilience and sportsmanship.	- Continue membership of Liverpool School Sports Partnership (LSSP). - Enter teams into a wider range of local competitions and festivals throughout the year. - Organise half-termly intra-school competitions linked to PE units. - Use Inspire Plus clubs to prepare pupils for competition. - Target less active pupils, girls, SEND and disadvantaged pupils to participate. - Train Sports Ambassadors and Young Leaders to support events and lunchtime competitions. - Celebrate participation and success through assemblies, newsletters, social media and displays.	- Increased number of pupils representing the school in competitive sport. - Greater confidence, resilience and teamwork across all year groups. - Increased participation from girls, SEND and disadvantaged pupils. - Improved pupil motivation and enjoyment of PE. - Enhanced school pride and positive attitudes towards healthy competition.	- Competition entry records. - Registers for clubs and competitions. - Pupil voice surveys. - Photographs and newsletters. - Sports Ambassador records. - LSSP participation certificates and results.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils participated in competitive events than the previous year. - Increased representation across KS1 and KS2. - Higher participation by girls and targeted pupils through Inspire Plus clubs. - Pupils demonstrated improved teamwork, confidence and resilience during competitions. - Positive pupil feedback showed increased enjoyment of representing the school. - The school successfully participated in a range of LSSP competitions and festivals.	- Sports Ambassadors will continue to organise intra-school competitions. - Staff have developed confidence through working alongside specialist coaches. - Competition calendar is embedded into the annual PE plan. - Strong partnerships with LSSP and local sports clubs will continue to provide competitive opportunities. - Equipment purchased will support future competitions and club provision.	- Participation data compared with previous years. - Club registers. - Competition results and certificates. - Teacher observations. - Pupil voice questionnaires. - Website, newsletters and social media celebrating sporting achievements.	See above costings.