

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.

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	Approximately 90% of Year 6 pupils met the national curriculum expectation of swimming 25 metres confidently and competently. Swimming lessons were delivered by qualified instructors and progress was monitored throughout the programme. Appropriate adaptations and support enabled pupils with SEND to access learning alongside their peers. Evidence is provided through swimming assessment records and reports from the swimming provider.	Around 10% of pupils did not meet the expected standard by the end of Year 6. A range of starting points, confidence in water and attendance affected progress for some pupils. Assessment data has been used to identify pupils who would benefit from targeted top-up swimming provision.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Approximately 75% of Year 6 pupils demonstrated competence across a range of recognised swimming strokes, including front crawl, backstroke and breaststroke. Progressive teaching and regular assessment supported improvements in technique and confidence throughout the programme.	Some pupils require further opportunities to develop consistency and confidence when using a range of strokes effectively. Swimming assessment records identify pupils requiring additional support to achieve the expected standard.
3. Perform safe self-rescue in different water-based situations	Approximately 90% of Year 6 pupils demonstrated age-appropriate understanding of water safety and safe self-rescue techniques. Water safety remained an integral part of the swimming curriculum, ensuring pupils developed essential life skills alongside swimming competence.	A small number of pupils require additional opportunities to reinforce self-rescue techniques and water safety knowledge. Future top-up provision will continue to prioritise these pupils using assessment information gathered throughout the programme.

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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	Staff confidence in delivering high-quality PE continued to develop through ongoing professional development, access to REAL PE and PEPlanning.org, alongside curriculum leadership and mentoring. Teacher release time enabled monitoring, curriculum development and the sharing of good practice across the school. This resulted in greater consistency in lesson delivery, improved curriculum progression and increased staff confidence in adapting lessons to meet the needs of all pupils, including those with SEND. Evidence includes lesson observations, curriculum monitoring, staff feedback and continued use of high-quality planning resources.	Whilst staff confidence continued to improve, there remain opportunities to further develop expertise in adapting PE for pupils with complex SEND needs and in delivering a wider range of sports with complete confidence. Continued CPD, collaborative planning and curriculum monitoring will ensure all staff continue to develop subject knowledge and confidence. Staff feedback, monitoring records and professional discussions have informed future training priorities.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Additional lunchtime provision, Active 60 opportunities, extra-curricular clubs and participation in School Sports Partnership events increased opportunities for pupils to be physically active throughout the school day. Funding supported inclusive opportunities designed to engage all pupils, with particular consideration given to pupils with SEND, disadvantaged pupils and those identified as being less active. Sports Leaders also helped facilitate active play, encouraging wider participation and enjoyment. Evidence includes club registers, participation records, pupil voice, lunchtime observations and Active 60 monitoring.	Despite increased opportunities, some pupils remained less engaged in regular physical activity, particularly within identified target groups. Increasing participation among the least active pupils and sustaining engagement throughout the year remains a priority. Pupil voice, participation data and attendance at clubs continue to inform future provision to ensure activities meet the needs and interests of all learners.

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	PE and school sport continued to play a prominent role within school life through participation in School Sports Partnership events, celebration of sporting achievements and the promotion of active lifestyles. Sporting success and participation were recognised through assemblies, displays and whole-school events, helping to raise the profile of physical activity and encourage positive attitudes towards health and wellbeing. Opportunities for leadership, teamwork and personal development further supported the school's wider improvement priorities. Evidence includes participation records, pupil voice, celebration assemblies and School Sports Partnership involvement.	Whilst PE maintained a high profile across the school, further opportunities remain to increase engagement from all pupils and families, ensuring sporting achievements are celebrated consistently across all year groups. Continued promotion of participation and wider community engagement will further strengthen the culture of physical activity within the 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 through curriculum PE, extra-curricular clubs and School Sports Partnership festivals and competitions. Funding enabled pupils to experience activities beyond the traditional PE curriculum, while adaptations ensured pupils with SEND were able to participate alongside their peers. Provision was designed to remove barriers to participation and promote equal opportunities for boys and girls, disadvantaged pupils and those who were less physically active. Evidence includes participation registers, curriculum planning, club attendance records and pupil voice.	Although participation opportunities increased, some groups remained underrepresented in particular clubs and activities. Continuing to identify barriers to participation and using pupil voice to shape future provision will help ensure all pupils, particularly girls, disadvantaged pupils and the least active children, engage fully in a broad range of physical activities.
5. Increasing participation in competitive sport	Pupils represented the school in a range of inter-school competitions and festivals through the Sunderland School Sports Partnership, developing confidence, teamwork, resilience and sportsmanship. Transport funding enabled pupils to access competitive opportunities that may otherwise have been unavailable. Intra-school competition also provided regular opportunities for pupils of all abilities to experience success and develop positive attitudes towards competition. Evidence includes competition registers, participation records and School Sports Partnership event data.	Whilst participation in competitive sport remained strong, increasing opportunities for a wider range of pupils to represent the school continues to be a priority. Future provision will focus on broadening participation, ensuring competitive opportunities are accessible to pupils of all abilities and encouraging greater involvement from pupils who are currently underrepresented.

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*

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	Approximately 90% of pupils achieved the national curriculum expectation of swimming at least 25 metres by the end of Year 6. Swimming lessons delivered by qualified instructors and regular assessment enabled the majority of pupils to make good progress. Pupils with SEND accessed the programme through appropriate adaptations where required, ensuring inclusive participation.	Our aim is to increase this figure further by identifying pupils requiring additional support through assessment and providing targeted top-up swimming where appropriate. This will ensure more pupils leave primary school meeting the national curriculum expectation.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Approximately 75% of pupils demonstrated competence across a range of recognised swimming strokes, with assessment showing good progress in confidence and technique throughout the programme.	We aim to increase the proportion of pupils confidently using a range of strokes by providing additional opportunities for practice and targeted support for pupils identified through swimming assessments.
3. Perform safe self-rescue in different water-based situations	Approximately 90% of pupils demonstrated age-appropriate understanding of water safety and safe self-rescue techniques, reflecting the strong emphasis placed on water safety throughout the swimming programme.	We aim to ensure all pupils leave primary school equipped with essential water safety knowledge and self-rescue skills through continued assessment, reinforcement of key learning and targeted intervention where required.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Continue to develop staff confidence and expertise in delivering high-quality, inclusive PE through ongoing CPD, mentoring and curriculum support.	To ensure all pupils receive consistently high-quality PE teaching that is progressive, inclusive and meets the needs of all learners, including pupils with SEND.	Increasing confidence, knowledge and skills of all staff.	Staff feedback, lesson observations, curriculum monitoring, PE subject leader monitoring, REAL PE and PEPlanning resources.
Increase daily physical activity by expanding opportunities during lunchtimes, Active 60 initiatives and extra-curricular provision.	To encourage all pupils, particularly the least active, disadvantaged pupils and pupils with SEND, to develop lifelong healthy habits and achieve recommended activity levels.	Increasing engagement of all pupils in regular physical activity.	Active 60 monitoring, lunchtime observations, club registers, pupil voice, participation data.
Continue to raise the profile of PE, physical activity and school sport across the whole school community.	To promote positive attitudes towards physical activity, celebrate achievement and support pupils' physical, social and emotional wellbeing.	Raising the profile of PE and sport across the school.	Celebration assemblies, displays, School Sports Partnership events, pupil voice and participation records.
Provide a broad, inclusive range of sporting opportunities that ensure equitable access for all pupils.	To remove barriers to participation and ensure boys, girls, disadvantaged pupils and pupils with SEND can access a wide variety of physical activities and sporting experiences.	Offer a broader and more equal experience of sport and physical activity.	Curriculum planning, extra-curricular registers, participation data, SEND adaptations, pupil feedback.
Increase opportunities for pupils to participate in competitive sport through intra- and inter-school competition.	To develop confidence, resilience, teamwork and sportsmanship while ensuring competitive opportunities are accessible to all pupils.	Increasing participation in competitive sport.	Competition registers, School Sports Partnership calendar, transport records, participation data and pupil voice.

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: Develop staff confidence and deliver consistently high-quality, inclusive PE



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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 staff confidence, subject knowledge and curriculum expertise to ensure all pupils receive high-quality, inclusive Physical Education through ongoing professional development, mentoring and curriculum leadership.	Continue subscriptions to REAL PE and PEPlanning.org to support high-quality planning, assessment and progression. Provide teacher release time for PE subject leadership, curriculum development, lesson monitoring and assessment. Facilitate mentoring, team teaching and modelling of high-quality PE practice. Monitor curriculum implementation to ensure lessons are inclusive and appropriately adapted for pupils with SEND.	Staff will demonstrate increased confidence in delivering engaging, progressive PE lessons that meet the needs of all learners. Pupils will experience consistently high-quality teaching, resulting in improved participation, enjoyment and progress across the PE curriculum.	Lesson observations Staff voice questionnaires Curriculum monitoring PE assessment records REAL PE assessment data PEPlanning.org planning Subject leader monitoring
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence and consistency in delivering PE has improved through ongoing CPD, mentoring and access to high-quality planning resources. Lesson monitoring demonstrates increased consistency and greater confidence in adapting lessons for all learners.	Yes. Staff now have access to established planning resources, assessment systems and curriculum documentation. Continued subject leadership and sharing of best practice will ensure improvements remain embedded.	Lesson observations Staff feedback Monitoring records Assessment information	Approx. cost REAL PE subscription – £695 PEPlanning.org – £478 Teacher release time – £4,500 Staff mentoring/team teaching – £2,337 Approx. Total: £8,010

Your objective: Increase physical activity and engagement for all pupils



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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)	Increase opportunities for pupils to be physically active throughout the school day, with particular focus on pupils with SEND, disadvantaged pupils and those identified as least active.	Deliver Active 60 initiatives. Develop active lunchtimes. Purchase additional PE equipment. Provide a broad range of extra-curricular clubs. Use pupil voice to shape provision.	Pupils will become more active, confident and engaged in physical activity. Increased participation will improve wellbeing, physical literacy and enjoyment of movement throughout the school day.	Active 60 monitoring Club registers Pupil voice Lunchtime observations Participation data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in physical activity increased through lunchtime provision, Active 60 opportunities and clubs. Pupils demonstrated greater engagement and confidence in physical activity throughout the school day.	Staff, lunchtime supervisors and established routines will continue to support active lifestyles beyond the funding period.	Participation records Pupil surveys Staff observations	Lunchtime staffing – £3,200 Equipment – £500 Approx. Total: £3,700

Your objective: Broaden sporting experiences and increase competitive 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)	Provide all pupils with access to a broad range of sporting experiences and competitive opportunities that develop confidence, resilience and teamwork.	Continue membership of Sunderland School Sports Partnership. Attend festivals and competitions. Fund transport. Deliver inclusive extra-curricular opportunities.	Greater participation in festivals and competitions with improved confidence, teamwork and resilience. Increased opportunities for all pupils to represent the school.	Competition registers Festival attendance SSP records Club registers Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils accessed a wide range of sporting experiences and represented the school across numerous festivals and competitions. Participation and enjoyment increased.	Strong partnership with Sunderland School Sports Partnership ensures continued access to opportunities in future years.	Competition records Participation data Pupil voice	SSP membership – £2,500 Transport – £1,500 Approx. Total: £4,000

Your objective: Develop sustainable leadership and whole-school PE provision



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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)	Strengthen sustainable leadership systems that ensure PE remains a high-quality, inclusive and well-monitored curriculum area.	Continue PE subject leadership. Monitor curriculum delivery. Analyse assessment information. Develop Sports Leaders. Review provision regularly.	Robust leadership systems will ensure continuous improvement, high-quality provision and effective monitoring of participation and attainment.	Subject leader reports Assessment analysis Sports Leader records Curriculum monitoring
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Leadership systems supported consistent curriculum delivery and effective monitoring. Sports Leaders developed confidence and contributed positively to school life.	Monitoring systems, leadership structures and pupil leadership opportunities will continue to develop PE provision beyond the current funding period.	Monitoring records Sports Leader evaluations Assessment data	Approx. cost: Sports Leaders training and administration – £1,300 (supported through existing PE subject leadership release time)

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