

# 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.*

| Key areas as outlined in PE and sport premium guidance                                                        | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What didn't go well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p> | <p>Children were much more motivated to take part in physical activities during free times as well as building on skills that had been learnt in PE lessons.</p> <p>At lunchtimes, children have focused physical activities each day. This was praise in our Ofsted inspection this year.</p> <p>Quality of learning and teaching in PE and school sport raised by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>Teach surveys reported much greater confidence in delivering high quality PE lessons and subject knowledge.</p> <p>Learning Walks highlighted good focus on progression of skills.</p> <p>Participating in Forest School activities promoted a healthy lifestyle by encouraging them to be active in a natural environment. Forest School provided a unique experience that went beyond traditional PE lessons. It exposed our children to outdoor exploration, nature observation, and hands-on learning, broadening their understanding of physical activities beyond conventional sports.</p> | <p>It's great that 80% of staff now feel confident to enjoy delivering high quality Physical Education but we need this to apply to all staff.</p> <p>Ensure all staff are delivering the Get Set 4 PE curriculum objectives to ensure consistency throughout the school.</p> <p>Forest School only provided for targeted number of pupils with EHCPs – widen access to ensure all pupils have opportunity to engage in Forest School provision next academic year.</p> |

| Key areas as outlined in PE and sport premium guidance                                                      | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | What didn't go well? Supporting evidence?                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>2. The profile of PE and sport being raised across the school as a tool for whole school improvement</p> | <p>Teachers are working towards ensuring that learners from Early Years through to Key Stage 2 are utilising the outside areas and the daily mile to gain daily exposure to activities to build on muscle and bone strength and increase aerobic fitness.</p> <p>50% of KS1 and 60% of KS2 attended extra-curricular clubs at school.</p> <p>Sporting events and clubs attended by learners continue to be reported in the newsletters and on class blogs. A focus on sport and physical activity has been promoted on social media pages.</p>                                                                       | <p>Not all pupils are active for 60 minutes a day 7 days a week.</p> <p>A working Sports display celebrating all sporting events at which DFS have had representation is yet to be created in the building.</p> |
| <p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>        | <p>Refine 'Get Set for PE' scheme of work</p> <p>Ensuring all children are accessing the PE lessons</p> <p>Upskilling all staff and ensuring that staff who teach PE outside of the curriculum have the subject knowledge to do so.</p> <p>Primary teachers more confident to deliver effective PE and as a result improved % of pupil's attainment in PE.</p> <p>All staff are familiar with curriculum.</p> <p>All staff are using the lesson plans regularly and following the progression of knowledge and skills.</p> <p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> | <p>Teachers not using PE scheme assessment tracker consistently.</p> <p>Not all teachers using the PE scheme consistently each week</p>                                                                         |

| Key areas as outlined in PE and sport premium guidance                                                                                                                    | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | What didn't go well? Supporting evidence?                                                                                                                                                                                                                           |
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| <p><b>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</b></p> | <p>More children are provided with the opportunity to participate in sporting activities outside the curriculum. This includes:</p> <p>Yoga club<br/>           Ball skills club<br/>           Dance workshops<br/>           Cricket workshops<br/>           Tennis workshops<br/>           Yoga workshops<br/>           BMX showcase performances<br/>           Healthy Week activities, including daily whole-school aerobics sessions</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities</p> | <p>Not all pupils are active for 60 minutes a day 7 days a week.</p>                                                                                                                                                                                                |
| <p><b>5. Increasing participation in competitive sport</b></p>                                                                                                            | <p>65% of KS2 have taken part in an extra-school sporting competition, including</p> <p>Football<br/>           Rugby<br/>           Athletics</p>                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Continue to develop our competition provision.</p> <p>Children in KS1 did not take part in wider sporting competitions other than sports day. PE lead to develop links with other first schools next academic year to create further opportunities for this.</p> |

## 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

| Aim                                                                                                  | Why?                                                                                                                                                                                                                                                                                                                            | Key Area                                                                                                                                                                                                                                                                     | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| To raise the profile of PE and sport across the school, to support whole school improvement          | To ensure that PE and sport are embedded into the culture of the school, creating an environment where every child can thrive physically, socially, and academically. We believe that PE and sport are essential for developing resilience, teamwork, and well-being—skills that underpin academic success and personal growth. | Key Indicator 3:<br>PE and sport are consistently celebrated and integrated into school life, evidenced by increased pupil participation, improved attitudes toward physical activity, and recognition of PE's contribution to personal development and academic achievement | <ul style="list-style-type: none"> <li>• PE and sport are visible in school communications (newsletters, assemblies, displays).</li> <li>• Staff actively promote and participate in sporting initiatives.</li> <li>• Pupils demonstrate positive attitudes toward physical activity and understand its link to well-being and learning.</li> <li>• PE and sport achievements are regularly celebrated across the school community.</li> <li>• External physical activity trackers outlining the amount of activity pupils' access outside of school.</li> </ul> |
| Provide in school opportunities for pupils to access multiple opportunities to be physically active. | To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.                                                                                                                                                                                                                                            | Key Indicator 2:<br>Increasing engagement of all pupils in regular physical activity and sporting activities                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Extra curricular timetable and participation data.</li> <li>• Lunchtime participation data, alongside lunchtime activity plan.</li> <li>• All pupils have access to a broad range of physical activities during and beyond the school day.</li> <li>• Pupils demonstrate positive attitudes toward physical activity and understand its benefits for health and learning.</li> <li>• Healthy Week timetable</li> <li>• Forest school timetable</li> </ul>                                                               |



| Aim                                                                                                                                                                                                | Why?                                                                                                                                                             | Key Area                                                                  | Supporting evidence                                                                                                                                                                                                                                                                    |
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| <p>Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.</p> | <p>To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.</p> | <p>Key indicator 5:<br/>Increasing participation in competitive sport</p> | <ul style="list-style-type: none"> <li>• Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day.</li> <li>• Strand competitions</li> <li>• Competition calendar and register of participants.</li> </ul> |

## 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:** To raise 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Plan and monitor<br>(Complete now and monitor) | To ensure that PE and sport are embedded into the culture of the school, raising their profile to support whole-school improvement. This includes promoting physical, mental, and social well-being, resilience, and teamwork—skills that underpin academic success and personal growth. | <ul style="list-style-type: none"> <li>• <b>Curriculum Integration:</b> Ensure PE is high-quality, inclusive, and linked to whole-school priorities.</li> <li>• <b>Celebration &amp; Visibility:</b> Regularly showcase sporting achievements in assemblies, newsletters, and displays.</li> <li>• <b>Staff Engagement:</b> Provide CPD for staff to confidently assess physical activity and integrate active learning strategies.</li> <li>• <b>Extracurricular Opportunities:</b> Offer a broad range of clubs and activities accessible to all pupils.</li> <li>• <b>Community Links:</b> Strengthen partnerships with local sports organisations and involve parents in events.</li> <li>• <b>Monitoring &amp; Evaluation:</b> Track participation rates, pupil voice, and staff involvement termly.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased pupil participation in PE and extracurricular sport.</li> <li>• Improved attitudes toward physical activity and its link to well-being and learning.</li> <li>• Greater visibility of PE and sport across the school environment.</li> <li>• Enhanced staff confidence in promoting active lifestyles.</li> <li>• Evidence of PE contributing to improved behaviour, attendance, and attainment.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Participation Data:</b> Registers for clubs and events showing increased engagement.</li> <li>• <b>Pupil Voice Surveys:</b> Positive feedback on enjoyment and perceived benefits of PE.</li> <li>• <b>Staff Feedback:</b> CPD evaluations and lesson observations.</li> <li>• <b>School Communications:</b> Newsletters, social media posts, and display boards highlighting PE.</li> <li>• <b>Impact on Whole-School Metrics:</b> Correlation between increased activity and improvements in attendance, behaviour, and academic outcomes.</li> </ul> |
|                                                | What impact have you seen?                                                                                                                                                                                                                                                               | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                            | Approx. cost                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Evaluate<br>(Complete in July)                 |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Your objective:** Provide in school opportunities for pupils to access multiple opportunities to be physically active



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|                                                | Intent - what is your objective?                                                                                                                                                  | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                               | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Plan and monitor<br>(Complete now and monitor) | To provide in-school opportunities for pupils to access multiple opportunities to be physically active throughout the day, supporting health, well-being, and readiness to learn. | <ul style="list-style-type: none"> <li>• <b>High-Quality PE Lessons:</b> Deliver inclusive and engaging PE sessions for all pupils.</li> <li>• <b>Forest School Provision:</b> Embed outdoor learning and physical activity through Forest School sessions.</li> <li>• <b>Healthy Week Activities:</b> Organise an annual Healthy Week with a focus on fitness, nutrition, and active challenges.</li> <li>• <b>Year 1 Outdoor Continuous Provision:</b> Ensure Year 1 pupils have daily access to outdoor play and movement opportunities.</li> <li>• <b>Active Playtimes:</b> Implement the <b>Scrapstore Playpod scheme</b> to encourage creative, active play during break and lunch times.</li> <li>• <b>Extracurricular Clubs:</b> Offer a variety of sports clubs after school.</li> <li>• <b>Playground &amp; Lunchtime Activities:</b> Provide equipment and structured games to encourage active play.</li> <li>• <b>Community Partnerships:</b> Work with local sports organisations to broaden opportunities.</li> <li>• <b>Monitoring:</b> Track participation rates and gather pupil feedback termly.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased daily physical activity for all pupils.</li> <li>• Improved attitudes toward physical activity and its benefits for health and learning.</li> <li>• Greater engagement in extracurricular sports and active play.</li> <li>• Enhanced concentration, behaviour, and overall well-being in pupils.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Participation Data:</b> Registers for clubs, Forest School, Healthy Week, and Playpod activities.</li> <li>• <b>Pupil Voice Surveys:</b> Positive feedback on enjoyment and perceived benefits of physical activity.</li> <li>• <b>Staff Feedback:</b> Evidence of active learning strategies and outdoor provision in observations.</li> <li>• <b>School Communications:</b> Newsletters and social media posts showcasing active opportunities.</li> <li>• <b>Impact on Whole-School Metrics:</b> Links between increased activity and improvements in behaviour and readiness to learn.</li> </ul> |
|                                                | What impact have you seen?                                                                                                                                                        | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting evidence                                                                                                                                                                                                                                                                                                                                             | Approx. cost                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Evaluate<br>(Complete)                         |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Your objective: 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Plan and monitor</b><br>(Complete now and monitor) | To increase the number of pupils participating in competitive sport, both within school and against other schools, to develop resilience, teamwork, and a sense of achievement while promoting physical health and well-being. | <ul style="list-style-type: none"> <li>• <b>Intra-School Competitions:</b> Organise regular strand competitions to encourage participation.</li> <li>• <b>Inter-School Fixtures:</b> Engage with local school networks and sports partnerships to arrange competitive events.</li> <li>• <b>Sports Leaders Programme:</b> Train older pupils to lead and officiate competitions.</li> <li>• <b>Celebration &amp; Recognition:</b> Share achievements in assemblies, newsletters, and social media.</li> <li>• <b>Inclusive Approach:</b> Provide opportunities for all pupils, including SEND, to take part in adapted competitive activities.</li> <li>• <b>Annual Sports Day:</b> Host a high-profile event that celebrates participation and achievement.</li> <li>• <b>Monitoring:</b> Track participation rates and pupil feedback termly.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased number of pupils representing the school in competitive sports.</li> <li>• Greater engagement in intra-school competitions across all year groups.</li> <li>• Improved confidence, resilience, and teamwork skills in pupils.</li> <li>• Enhanced sense of pride and belonging within the school community.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Participation Data:</b> Registers for teams, fixtures, and competitions.</li> <li>• <b>Pupil Voice Surveys:</b> Positive feedback on enjoyment and confidence in competitive sport.</li> <li>• <b>Staff Feedback:</b> Evidence of increased opportunities and pupil engagement.</li> <li>• <b>School Communications:</b> Newsletters and social media posts showcasing competitive achievements.</li> <li>• <b>Impact on Whole-School Metrics:</b> Links between participation and improvements in behaviour, attendance, and well-being.</li> </ul> |
|                                                       | What impact have you seen?                                                                                                                                                                                                     | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Supporting evidence                                                                                                                                                                                                                                                                                                                                                       | Approx. cost                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Evaluate</b><br>(Complete in July)                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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