PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

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)

- 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 focussed 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?
There is no swimming requirement due to the age of the children and being an Infant school.		

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	• Lunchtime staff accessed CPD on an afternoon, enabling more staff to participate without affecting the staffing. • Positive staff feedback showing increased confidence in delivering games, activities and using equipment. • PE leader observed improvements in children's engagement with physical activity during lunch time. • A range of different sports coaches for different sports have allowed teachers to access CPD in different areas.	• Several staff expressed the need for more in-depth support, particularly around assessment in PE and understanding progression levels. • No formal pre- or post-training evaluation tools were used, making it challenging to measure the impact of the CPD effectively.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Noticeable increase in pupil participation across a range of activities including active breaks, lunchtime provision and after-school clubs. • Registers showed higher attendance, particularly among target groups. • Pupil voice surveys indicated improved enjoyment of PE lessons. • Lunchtime staff reported greater uptake of structured activities and improved behaviour during playtimes.	• The take up for some clubs was lower than expected with most just having 10 children in attendance. • Attendance for certain groups was inconsistent across the year. • Wet-weather and indoor space limitations occasionally reduced opportunities.

3. Raising the profile of PE and sport across the school, to support whole school improvement	• PE celebrated regularly in assemblies, newsletters and displays, helping to raise its status across the school. • Increased visibility of sporting achievements (e.g., certificates, sports-day highlights, competition results) improved pupil motivation and pride. • Introduction of pupil sports leaders helped promote responsibility and leadership skills, contributing positively to wider school behaviour and culture.	• Not all year groups equally represented in school-wide sporting celebrations, leading some pupils to feel less involved for example EYFS.
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	• A highly successful Sports Week provided pupils with exposure to a wide range of activities, including less traditional sports, increasing excitement and engagement. • Participation was strong across all year groups, with boys and girls joining in equally according to teacher observations and event registers. • External coaches introduced new activities (e.g., athletics circuits, dance, or alternative games), helping broaden pupils' experiences. • Pupil feedback highlighted enjoyment of trying new sports, boosting confidence particularly among less active children.	• Although 5 sports were offered throughout the week, this could increase when planning next year. • Coaches charged a lot for half day sessions but , with only 3 classes, a full day was not needed.

5. Increasing participation in competitive sport	• The children took part in a competitive sports day against their peers from EYFS to Y2.	• Local schools do not currently participate in inter schools competitive sports (due to the age of children).

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Aims for the next academic year (2025/2026)

- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls**, **SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focussing 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	Input data	Reflections
No data due to the age of children (Infant School)		
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Aim	Why?	Key area	Supporting evidence
SEND and disadvantaged children to take part in more sports.	**To promote inclusion, build confidence, and ensure all pupils have equal access to competitive opportunities. Participation in competition supports resilience, teamwork, and ambition.**	**Sports Week; Sports Day; Local inter-school competitions; Inclusive sports festivals (sportabaility)**	**Participation registers; Photos; Pupil voice; Event reports; Increased representation of SEND/disadvantaged pupils**
Incorporate OAA scheme to ensure this is embedded into the curriculmn	**To ensure progression in outdoor and adventurous activities across all year groups. OAA supports teamwork, problem-solving, resilience and communication.**	**PE curriculum map; OAA units (e.g., orienteering, teamwork challenges); Forest school links**	**Curriculum overviews; Lesson plans; Pupil work; Assessment records; Staff feedback**
CPD for staff on OAA and other specific areas	**To improve staff confidence and skill level in delivering high-quality PE. Upskilled teachers ensure consistency and better outcomes for all pupils.**	**Staff CPD sessions; External training; In-house workshops; Team-teaching**	**CPD logs; Staff surveys; Improved lesson observation outcomes; Increased variety in PE lessons**
Incorpate daily mile and iMoves alongside PE.	**To broaden physical activity opportunities and increase pupil engagement through rhythm-based fitness. Complements existing movement initiatives and supports whole-school activity levels.**	**Drumba lessons; Active breaks; Whole-school movement programme; Daily Mile timetable**	**Participation data; Pupil voice; Behaviour/engagement improvements; Photos/videos**
Children as leaders to encourage specifc groups to become more active.	**Peer leadership promotes ownership, boosts confidence, and motivates inactive pupils. Enhances school culture around activity and leadership.**	**Sports leaders; Playground leaders; Activity ambassador roles; Lunchtime clubs**	**Leader training logs; Timetables; Pupil voice; Attendance registers at lunchtime/after-school activities**

Aims for the next academic year (2025/2026).

- **To promote inclusion, build confidence, and ensure all pupils have equal access to competitive opportunities.**
- **Participation in competition supports resilience, teamwork, and ambition.**

Plan, monitor and evaluate (2025/2026)

- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focussing 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)

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 (adults) 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	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? Interview children about changes to activities and sports for next year.	Launch the play leaders with Y2 children and train Y1 children before the end of the academic year. 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.	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

- **Your Objective:** Encouraging children to lead sport for children across school.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Children as leaders	• Identify and train a group of Sports Leaders/Play Leaders. • Provide leadership training (e.g., leading warm-ups, organising small games, supporting younger pupils). • Leaders to run lunchtime/after-school activity clubs and support whole-school events. • Establish a rota and leadership badges/roles.	Increased pupil engagement, particularly inactive pupils. • Improved confidence, communication and responsibility in leaders. • More structured and active lunchtimes. • Greater peer encouragement leading to increased physical activity across targeted groups.	• Leader training logs. • Photos and timetables. • Pupil voice surveys (leaders + participants). • Increased participation registers. • Behaviour and engagement improvements at lunchtimes.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	• Increased activity levels among targeted pupils (including less active groups). • Leaders showing improved teamwork, confidence and communication. • Lunchtimes calmer and more structured due to organised activities. • Wider uptake of clubs because peers encourage each other.	Annual Sports Leader programme embedded into school structure. • Leaders trained each year by PE lead to ensure continuity. • Simple, low-cost resources mean programme can continue without additional spending. • Leadership roles become part of school culture.	• Participation data compared term-by-term. • Pupil voice feedback. • Photos, videos, timetables. • Behaviour logs showing positive changes at lunchtimes.	Training – Resources-

Your Objective: Ensure the children have a range of sports and activities in their sporting/PE diet.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To embed a structured Outdoor and Adventurous Activities (OAA) scheme across all year groups to ensure consistent progression and development of teamwork, problem-solving and navigation skills.	• Purchase and introduce a whole-school OAA scheme (e.g., orienteering, team challenges, map skills). • Update the PE curriculum map to include OAA units for each year group. • Provide staff training so teachers can confidently deliver OAA lessons. • Use school grounds and local environment to deliver regular OAA sessions. • Integrate OAA into wider school events such as theme days, residential prep and enrichment weeks.	**• Pupils developing resilience, teamwork and communication.** **• Improved problem-solving skills in real-world scenarios.** **• Greater teacher confidence delivering OAA.** **• Increased pupil engagement, especially from children who thrive in practical, outdoor learning.** **• Clear progression in OAA skills from EYFS to KS2.**	• Updated curriculum map. • Lesson plans and staff CPD logs. • Photos/videos of sessions. • Pupil voice and teacher feedback. • Assessment records showing skill progression.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	• Increased confidence and enthusiasm among pupils during OAA sessions. • Teachers delivering more varied and high-quality OAA lessons. • Pupils showing stronger teamwork, communication, and problem-solving across subjects. • Improved participation from children who struggle with traditional PE activities.	• OAA scheme and resources remain in school for future use. • Ongoing CPD ensures teachers continue to deliver consistent, high-quality lessons. • Curriculum map ensures OAA remains embedded each year. • Activities use mostly equipment already available, keeping future costs low.	• Staff feedback forms. • Photos/videos from OAA lessons. • Pupil work (maps, challenges). • Assessment data and pupil voice.	PRICE

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Your Objective: CPD for staff on iMoves and other specific areas

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To improve staff confidence and competence in delivering **iMoves**, ensuring these areas become embedded within high-quality PE provision.	• Organise CPD sessions for staff • Bring in external specialists where necessary • Provide resources and lesson plans for staff to use and adapt. • Implement follow-up team-teaching and peer observations to reinforce skills. • Add iMoves to the curriculum map	• Increased teacher confidence and improved quality of delivery. • A broader, more engaging PE curriculum that appeals to a wide range of learners. • Increased pupil engagement, particularly from less active children who enjoy rhythm-based or outdoor learning. • Consistency of delivery across year groups.	• CPD logs and attendance registers. • Staff evaluations and feedback. • Lesson observations and monitoring records. • Photos/videos of taught sessions. • Curriculum map updates.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	• Staff delivering iMoves confidently and independently. • Lessons are more engaging, active and varied. • Pupils demonstrating improved teamwork, rhythm, coordination and confidence. • Increased activity levels and enthusiasm for PE across the school.	• CPD ensures long-term staff competence, reducing reliance on external providers. • Resources, schemes and equipment remain in school for ongoing use. • iMoves embedded into yearly curriculum planning. • Internal staff can now train new colleagues, keeping the programme sustainable.	• Staff surveys and confidence ratings. • Observation notes showing improved practice. • Photos/videos of pupil participation. • Pupil voice feedback.	

Your Objective: Children as leaders

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To develop pupil leadership by training children as Sports Leaders/Play Leaders to support physical activity and increase engagement across the school.	• Identify pupils from KS1 of year groups to act as leaders. • Provide leadership training (e.g., organising games, leading warm-ups, supporting younger pupils). • Create a rota for lunchtime and break-time activities led by children. • Give leaders badges, roles and responsibilities to build ownership. • Involve leaders in whole-school events such as Sports Day, competitions and active clubs.	• Increased engagement in physical activity, especially from less active groups. • Improvements in pupils' confidence, teamwork and communication. • More structured and active lunchtimes. • Stronger sense of responsibility and leadership among pupils.	• Training logs. • Photos/videos. • Lunchtime activity registers. • Pupil voice feedback. • Monitoring of playground behaviour.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	• Higher levels of participation at lunchtimes and during clubs. • Leaders demonstrate confidence and independence when running activities. • Increased positive social interaction on the playground. • Improved wellbeing and self-esteem in pupils selected as leaders.	• Annual training ensures new leaders are developed each year. • Resources, games and activity cards can be reused. • Leadership roles embedded into the school timetable. • Staff oversight minimal once leaders are established.	• Attendance and participation data. • Behaviour logs. • Photos/videos of leaders in action. • Feedback from staff and pupils.	

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