

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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

Review of the last academic year (2025/2026)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	68% achieved this.	This is a decline from last year (79%)
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	82% achieved this. This is a positive increase from last year (60%)	
3. Perform safe self-rescue in different water-based situations	46% achieved this. Similar to last year (42%)	

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	Offer quality CPD to staff via our South Bucks School Sport Partnership, opportunities offered. Membership of South Bucks Sports Partnership, attending network meetings to benchmark against other schools. Sharing of H&S expectations from BAALPE	Take up of quality CPD to staff via our South Bucks School Sport Partnership .
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Sports coaches deliver a broad range of activities for pupils to join in at lunch times. Team Captains support delivery of activities at break times and lunch times. Purchased quality resources to support lunch & break activities. Promoted walk to school days to the school community To maintain current diverse range of extra-curricular clubs available via staff.	Get Set 4 PE tracker functions identify which pupils are the most & least engaged; although identified, it is still difficult to engage those children in extra-curricular sporting activities.

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	School sports events are spotlighted on the School's social media pages and all other sports activity events/festival etc, including Whole School Community Santa Dash and Mini-Marathon which was open to all children to partake in. Well attended sports fixtures, results shared in assemblies and parent communications. Regular program of team captain internal competitive events during school, half-termly intra-school team competitions.	Opportunities to take part fully in activities offered by Sports Partnership due to the timings of these.
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	Curriculum plan re-written and evaluated for inclusion of all sport types, offering opportunities for equal access and inclusion. Extra-Curricular offerings include different to the traditional sport., i.e. Ultimate Frisbee, Golf (for Sept 2026).	Teaching of curriculum areas not all completed or with appropriate levels of depth.
5. Increasing participation in competitive sport	Increase in uptake of netball and football team members. Opportunities to take part in sports partnership activities taken. Athletics, Basketball, Cricket, Netball.	Not as many opportunities to take part in sports partnership activities taken as wished for.

Aims for the next academic year (2026/2027)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement
 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls
 5. Increasing participation in competitive sport

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. Providing mentor sessions with specialist PE teacher.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Develop lunchtime play provision to increase activity for least active groups.	To ensure that opportunities to achieve daily physical movement target are met.	Increasing engagement of all pupils in regular physical activity and sporting activities	Observations, feedback from Lunchtime coaches, team captains. Pupil surveys.
Teach reviewed curriculum, covering all areas of sporting opportunities.	To increase the variety of sports taught in the curriculum, to provide the children with opportunities to find a sport that they enjoy and may wish to continue with.	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	Pupil surveys, assessment data from staff, take up of extra-curricular clubs.
Offer greater number of events that include community members alongside the children	To show that physical activity is for all and to encourage families to take part in the sports.	Raising the profile of PE and sport across the school, to support whole school improvement	Pupil and Parent feedback. Club uptake. Links to local sports clubs.

Plan, monitor and evaluate (2026/2027)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement
 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls
 5. Increasing participation in competitive sport

Plan, monitor and evaluate (2026/2027)

Confidence to teach High Quality PE Lessons



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. Providing mentor sessions with specialist PE teacher.	Increased confidence in Teacher delivery and subject knowledge. High quality PE lessons being taught in all year groups.	Lesson Observations, Staff feedback, pupil voice, assessment data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Plan, monitor and evaluate (2026/2027)

Develop Lunchtime Play to increase activity



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	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				

Plan, monitor and evaluate (2026/2027)

Provide broader curriculum opportunities for all groups



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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)	Teach reviewed curriculum, covering all areas of sporting opportunities.	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.	To increase the variety of sports taught in the curriculum, to provide the children with opportunities to find a sport that they enjoy and may wish to continue with.	Extra-curricular club take up. Feedback from students and parents. Monitoring of feedback from specific groups.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Plan, monitor and evaluate (2026/2027)

Offer greater number of events that include community members alongside the children



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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)	Offer greater number of events that include community members alongside the children	Continue with events that show community engagement, such as The Santa Dash and Mini-Marathon. Engage with local sports clubs and providers to offer sessions for the children. Invite Parents to a PE day, where they can take part in lessons alongside their child. Consider how to engage hard to reach families and children	Increased awareness of opportunities for physical activity both in and out of school. Links to clubs and providers in the community. Parental understanding of PE and how they can support this outside of school. Engaging more children and families in order to promote the importance of PE.	Pupil and Parent feedback. Club uptake. Links to local sports clubs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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