



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.

<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.	94% of pupils in year 6 can swim 25 meters. Evidenced based on information and data collected poolside with swimming teacher.	We want this data to be 100% to give children the ability to feel and be water confident.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	94% of pupils in year 6 can use a range of strokes effectively. Evidenced based on information and data collected poolside with swimming teacher.	We want this data to be 100% to give children the ability to feel and be water confident.
3. Perform safe self-rescue in different water-based situations	97% of pupils in year 6 can perform safe self rescues. Evidenced based on information and data collected poolside with swimming teacher.	We want this data to be 100% to give children the ability to feel and be water confident.

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	A staff questionnaire identified that the area in need o developing for staff when delivering PE was the game element within sport. Staff working in year one and two worked with Andrew Cartwright Football for one term working on developing these skills within the children and staff team teaching alongside the coaches. Across years four, five and six, they received specialist specialist cricket training with Adam Robson from Northumberland Cricket Board. Due to cricket recently being added into our school curriculum, staff felt they needed some CPD in regards to understanding the game and being able to teach this. Adam's support gave staff the confidence to build on skills and games in regards to cricket.	More staff now feel more confident to deliver high quality Physical Education in regards to the game side but we need this to apply to all staff. Not all staff were able to benefit from the training from ACFC. This has been planned in for the 26/27 academic year.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Additional opportunities for all pupils to engage in physical activity at lunchtime delivered by ten of our sports leaders in year five. Sports leaders have been enthusiastic and active in what they deliver, asking to tweak their provision to encourage more children to join in. Over the course of the year, different year groups have been able to participate in a wide range of different sports, both competitive and festival orientated. Year 1 – Dance Festival Year 2 – Skipping Festival, Gymnastics Year 4 – Skipping Festival Year 5 – Hoops4Health, Dynamos Cricket, Athletics, Trail & Challenge Year 6 – Hoops4Health, Dynamos Cricket, Athletics, Hockey	Not all pupils are active for 60 minutes a day 7 days a week based on date captured linked to in and outside of school physical activity. Not all children were able to attend a competitive sporting activity due to a wide variety of circumstances e.g. staffing, transport and additional helpers.

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	By celebrating all things PE and sport, we are encouraging more pupils to enjoy movement and physical activity. Children are able to take part in a variety of sports outside of the curriculum too including; Ben Holden UV football & sports from around the world, ACFC football sessions and cricket, trail and challenge and skipping.	Not all pupils are active for 60 minutes a day 7 days a week. There is still a large majority of our pupils that are not active for 60 minutes a day, 7 days a week based on date captured linked to in and outside of school physical activity.
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	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: Extra-curricular – Fitness, Tennis, Dodgeball, Netball, Football, Fencing, Yoga, Basketball, Rugby, Athletics, Cricket, Tri-Golf. Additional workshops on offer – Ben Holden UV football & sports from around the world, ACFC football sessions Focus particularly on those pupils who do not take up additional PE and Sport opportunities through this extra opportunities and lunchtimes clubs.	Not all pupils are active for 60 minutes a day 7 days a week. There is still a large majority of our pupils that are not active for 60 minutes a day, 7 days a week based on date captured linked to in and outside of school physical activity.
5. Increasing participation in competitive sport	40% of KS1 and 50% of KS2 have taken part in an Inter competition. A wider variety of intra sports opportunities for KS2 from NTPESSPA team.	Continue to develop our competition provision both intra and inter. Inter competitions did not run all year due to timetable and staff not matching up.

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

<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 25m	At the end of year 6, 70% of pupils could swim 25m.	We want this data to be 100% to give children the ability to feel and be water confident.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 6, 70% of pupils could swim 25m.	We want this data to be 100% to give children the ability to feel and be water confident.
3. Perform safe self-rescue in different water-based situations	At the end of year 6, 88% of pupils could swim 25m.	We want this data to be 100% to give children the ability to feel and be water confident.

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers and teaching assistants who cover PE 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.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan.
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.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.

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: Provide PE CPD and support to all staff



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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 and teaching are confident to enjoy teaching High Quality Physical Education.	Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Ensure GetSet4PE PE annual membership is paid to ensure teachers can access planning and supporting resources. PE resources updated to enable HQ teaching to take place overseen by the PE lead.	Staff Confidence in July 2025 showed that 65% of teachers and teaching assistants feel confident in teaching all areas of PE. We predict that by July 2026, 90% of staff will feel confident in teaching all areas of the curriculum. Pupil voice data in September 2025 showed that 75% of pupils felt that PE is always fun. By July 2026, we predict that this will increase to 90%. Pupil attainment data in July 2025 showed that 90% of FS and 85% of KS1 and 80% of KS2 were achieving ARE. By July 2026, we predict that 95% of FS, 90% of KS1 and 85% of KS2 will achieve ARE.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff Confidence in July 2025 showed that 65% of teachers feel confident in teaching all areas of PE. Now in July 2026, 85% of staff feel confident in teaching all areas of the curriculum. Pupil voice data in September 2025 showed that 75% of pupils felt that PE is always fun. Now in 2026, 850% of pupils feel that PE is always fun. Pupil attainment data in July 2025 showed that 90% of FS and 85% of KS1 and 80% of KS2 were achieving ARE. Now in July 2026, we predict that 95% of FS, 90% of KS1 and 85% of KS2 will achieve ARE.	Most staff are now confident and competent in teaching PE across the curriculum. Continued CPD can come from sharing good practice in school and using GetSet4PE.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.	Calculated in report document.

Your objective: Drive physical activity levels



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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 in school opportunities for pupils to access multiple opportunities to be physically active. Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Increase the number and range of activities and clubs on offer (Sports Leaders, Lunch-time clubs and extra-curricular clubs) Implementation of new extra-curricular timetable. Develop provision for physical activity at lunchtime by: Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 5 sports leaders. Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play.	In July 2025, only 70% of the school were active for 60 minutes a day, 7 days a week. We aim to drive this to 90% by July 2026 through the addition of new lunch and extra curricular opportunities. In July 2025, across the school 60% of pupils participated in activity at lunchtime. We are aiming for 80% of pupils to be active at lunchtime through new play-leader activities and lunchtime clubs. In July 2025 KS1 and KS2 participation in extra curricular clubs both sat at just under 40%. We aim to increase that to over 50%.	Extra curricular timetable and participation data. Gathering data through pupil voice. Gathering data through parent questionnaires.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	In July 2025, only 70% of the school were active for 60 minutes a day, 7 days a week. Now in July 2026 through the addition of new lunch and extra curricular opportunities, 90%, of the school were active for 60 minutes a day, 7 days a week In July 2025, across the school 60% of pupils participated in activities at lunchtime. Now in July 2026, 80% of pupils are active at lunchtime through new play-leader activities and lunchtime clubs. In July 2025 KS1 and KS2 participation in extra curricular clubs both sat at under 40% Now in July 2026, 55% of all pupils participate in extra curricular clubs.	The PE lead provides the training and support to the next cohort of year 5 sports leaders to allow for suitability. Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend for the year 26/27.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan.	Calculated in separate report document.

Your objective: Develop competition



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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)	Ensure all pupils can access competition in school through 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.	Over the course of the year, different year groups have been able to participate in a wide range of different sports, both competitive and festival orientated. Year 1 – Dance Festival Year 2 – Skipping Festival, Gymnastics Year 4 – Skipping Festival Year 5 – Hoops4Health, Dynamos Cricket, Athletics, Trail & Challenge Year 6 – Hoops4Health, Dynamos Cricket, Athletics, Hockey Arrange key stage competitions within classes to take place at the end of each unit to celebrate learning.	In July 2025, 40% of KS1 had participated in an inter competition. Through the introduction of new competitions and formats we predict this will increase to 100% by July 2026. In July 2025, 70% of KS2 had participated in an inter competition. Through new KS2 competitions and opportunities we expect this to increase to 100% by July 2026. 100% of all pupils will compete once again in an intra house competition at the end of relevant units and during sports day.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	In July 2025, 40% of KS1 had participated in an inter competition. Now in July 2025, through the introduction of new competitions and formats this has increased to 100%. By July 2025, 70% of KS2 had participated in an inter competition. Now in July 2026, through new KS2 competitions and opportunities this has increased to 90%.	Competition will be imbedded as a normal element of learning through continued access to key stage competitions in class/lesson time at the end of units. The PE lead sets out in the diary for the year when inter class competitions will take place.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.	£0