





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

- 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

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 focusing on:

1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.

2. Increasing engagement of all pupils in regular physical activity and sporting activities

3. Raising the profile of PE and sport across the school, to support whole school improvement

4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls

5. Increasing participation in competitive sport

Swimming and Water Safety	**What went well? Supporting evidence?**	**What didn't go well? Supporting evidence?**
To provide opportunities for the children to be active and engaged in regular physical activity.	*Yearly review our PE provision with regard to the deployment of sports coaches, teacher led sessions. Keep abreast of any new opportunities. Introduction of new i-moves curriculum with an emphasis on a holistic curriculum for KS1.*	*Review and update PE policy in line with new i-moves curriculum.*
Increased knowledge and confidence of all school staff in teaching PE.	*New i-moves online resource as a basis for the PE curriculum.*	Add text here

Review of the last academic year (2024/2025)

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
To ensure the profile of P.E. / Sport continues to be raised across the school to aid whole school improvement.	*Writing and reviewing the School Sports Funding document and publishing it on the school website.* *Showing staff of the new curriculum incorporating i-moves. Show how to navigate the i-moves online site. Organise timetabling.* *Reminding staff of the other resources available to support their teaching*	*Re-writing the progression of skills document to incorporate new i-moves curriculum.* *Share the i-moves skills progression document to support their planning.*
Broader experience of a range of sports and activities offered to all pupils.	*New PE curriculum offers a range of activities and sports not confined to traditional school sports. However, we have adapted the i-moves curriculum to still provide the opportunity for KS2 children.* Development of active playtimes by assisting in setting Playground Pals with the Year 4 children and zoning the playground for play / sports activities. New trim trail and bicycle roundabout as part of zoning. Bicycle and scooter parking.	*Continue the development of continuous provision in EYFS and KS1 with focus on providing active sessions for pupils to develop balance, coordination and strength.*

Review of the last academic year (2024/2025)

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
Increased participation in competitive sport.	*Keep abreast of opportunities to make contacts with local schools to initiate or take part in festivals and tournaments.* *Achievements celebrated in assemblies and on the school Facebook page and website.* *Trophies and photos displayed in the entrance.*	Add text here

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 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: 1 Increase confidence, knowledge and skills of all staff in teaching PE and sporting activities

	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)	To design and embed a progressive and sequenced outdoor games curriculum that builds core physical skills from Reception through Year 4, ensuring continuity, skill development, and inclusive participation across all year groups.	-Audit current outdoor games provision and identify progression gaps across year groups. -Design a long-term curriculum map that sequences key physical skills (e.g., movement, coordination, teamwork) from Reception to Year 4. -Collaborate with an external sports coach to deliver high-quality outdoor games sessions across all year groups, ensuring consistency and specialist input. -Subject lead to model lessons for staff, demonstrating effective progression, differentiation, and inclusive practice. -Provide planning resources with clear learning objectives and success criteria tailored to each year group. -Facilitate staff CPD through observation, team teaching, and reflection sessions with the coach and subject lead.	-Pupils showing clear progression in physical skills and confidence in outdoor games activities. -Increased staff confidence and competence in delivering sequenced outdoor games lessons. -Greater consistency in PE delivery across year groups, supported by shared planning and modelling. -Enhanced pupil engagement and enjoyment in PE, contributing to improved physical literacy and activity levels.	-Long-term and medium-term planning documents showing progression from Reception to Year -Sequenced skill maps outlining development of key physical competencies (e.g., throwing, catching, teamwork). - Lesson plans co-developed or influenced by the external coach and subject lead -Pupil voice surveys or interviews reflecting enjoyment, confidence, and perceived skill development. -Assessment records showing progression in physical skills across year groups.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
	Staff demonstrate increased confidence and competence when delivering PE sessions, particularly through	**Yes.** The purchase and integration of the i-moves online curriculum provide long-term planning resources and skill progression documents that staff	Updated, school-wide PE policy and long-term/medium-term skill progression maps for Reception to Year 4.	TS Cost: £2205 Imoves: £298.50 Subject Leadership time 1 day per half term: £720

PE Key Indicator 2: Increase engagement for all pupils in regular physical activity and sporting activities.

	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)	To increase pupil engagement in regular physical activity and support holistic development by providing a 6-week block of Forest School sessions in the morning, followed by targeted Nurture Group support in the afternoon where needed.	- Deliver weekly Forest School sessions for all pupils over a 6-week period, focusing on outdoor physical activity, teamwork, and exploration. - Identify pupils who would benefit from additional emotional or social support and offer Nurture Group sessions in the afternoon to build confidence, resilience, and readiness for physical engagement. - Ensure activities are inclusive, varied, and designed to promote movement, coordination, and wellbeing. - Monitor participation and engagement levels across both sessions to tailor support and celebrate progress.	-Increased physical activity levels among pupils, particularly those less engaged in traditional PE. - Improved emotional wellbeing, confidence, and social interaction in pupils attending Nurture Groups. - Greater readiness and willingness to participate in broader PE and sport opportunities. - Enhanced teamwork, communication, and problem-solving skills developed through Forest School experiences.	Pupil conferencing Teacher questionnaires Nurture Group targets and analysis at the end of each 6 week cycle.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
	Increased physical activity levels: Higher overall engagement and participation in	Yes. **Embedded routines & curriculum structures:** Embedding the 6-week Forest School blocks into	**Pupil conferencing:** Direct feedback and interviews from participating pupils detailing their enjoyment, confidence,	£300 per week 6 x £300 = 1,8000

PE Key indicator 2: Raise the profile of PE and Sport across the school. Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities. PE Key Indicator 5: Increase participation in competitive sport.

	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)	To raise the profile of PE and sport across the school by embedding high-impact enrichment activities, competitive opportunities, and community engagement that inspire all pupils to participate, achieve, and enjoy physical activity.	-Organise an annual **Sports Week** featuring a wide range of inclusive and engaging activities such as: Climbing wall Archery Potted sports Martial arts workshops Athlete visit and inspirational assembly -Develop and host **inter-school competitions** based on skills taught each half term. -Attend **external competitions** including: Rippa rugby festivals Local football tournaments KS1 multi-skills events - Promote events through newsletters, assemblies, and displays to celebrate participation and achievement. -Involve staff, parents, and community partners to support and champion PE initiatives.	-Increased pupil participation and enthusiasm for PE and sport across all year groups. -Greater visibility and celebration of PE through whole-school events and community engagement. -Pupils developing confidence, resilience, and teamwork through competitive and enrichment experiences. -Stronger school identity and pride in sporting achievement, both internally and externally. Staff and pupils recognising PE as a valued and integral part of the school curriculum.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	**Supporting evidence**	**Approx. cost**
Evaluate	**Increased participation and enthusiasm:** Higher overall engagement and enthusiasm for PE and sports across all	Yes. **Embedded annual events:** Establishing annual fixtures such as Sports Week, Sports Day, and regular inter-school competitions	**Event participation records:** Registers and attendance data from Sports Week workshops, external tournaments (e.g., Rippa rugby, football), and KS1 multi-skills events	Sports Week: £2,000 Minibuses £250 x 3 Entering events: £100 Supply cover: £150 Sports Day: £200

2026-2027

Your objective: Key Area 1 (Increasing confidence, knowledge, and skills of all staff) & Key Area 2 (Increasing engagement of all pupils in regular physical activity).

	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)	Implement targeted morning "soft start" regulation pathways led by trained Teaching Assistants (TAs) and deliver structured lunchtime sports clubs to increase daily active participation, support sensory regulation, and expose all pupils to a wider range of activities.	Upskill and deploy TAs to facilitate daily morning soft starts, incorporating sensory circuits, "coffee club" social-active check-ins, and alerting/activating physical tasks for pupils requiring regulation before learning. Establish a rotating calendar of structured lunchtime clubs exposing children to varied non-traditional and traditional sporting activities. Provide continuous CPD and practical guidance for TAs on managing sensory circuits and regulating activities effectively.	Improved readiness to learn, emotional regulation, and daily physical activity levels across participating pupils. Increased TA confidence and skill in delivering targeted sensory and active regulation strategies. Broader pupil engagement in active play during non-structured times of the school day.	Morning attendance and regulation logs, TA confidence/CPD feedback forms, lunchtime club registers, and behavioral/readiness-to-l earn tracking data.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

Your objective: Key Area 2 (Increasing engagement of all pupils) & Key Area 4 (Offer a broader and more equal experience of sports and physical activities).

	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)	Continue the Forest School program as an embedded active curriculum block while utilizing specialist sports coaching intervention to support and close skill gaps for pupils who did not achieve the previous term's PE learning objectives.	Maintain structured, multi-week Forest School blocks across year groups to foster outdoor exploration, active movement, and personal development. Identify pupils who did not meet expected PE objectives in the previous term and schedule targeted group interventions with a specialist sports coach to accelerate skill acquisition. Monitor individual pupil progress in both Forest School outdoor competencies and coach-led PE catch-up sessions.	Higher rates of physical skill attainment, ensuring no child is left behind in fundamental PE competencies. Sustained engagement in outdoor physical activity and teamwork through Forest School. Increased confidence and self-efficacy in physical literacy for lower-attaining pupils.	PE baseline vs. post-intervention assessment records, coach intervention logs, Forest School participation registers, and pupil self-perception surveys.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				Outdoor Adventurers time and Sports Coach time£ 7390