



PE and sport premium monitoring and tracking form *2025/2026*



Commissioned by



Department
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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 (2025/2026)



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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	• Staff CPD was regular, targeted and responsive to need, using both internal expertise and external specialists. • Peer coaching strengthened consistency and improved staff confidence in delivering high-quality lessons. • Monitoring showed clear improvement in lesson structure, vocabulary use and modelling of skills. • Sustainable resourcing ensured staff had the equipment needed to teach effectively.	• Some staff still required additional support with assessment of physical development. • External CPD occasionally lacked infant-specific focus, requiring adaptation. • New staff needed more induction time to reach whole-school expectations.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Daily active routines (e.g., movement breaks, active lunchtimes) increased overall activity levels. • Monitoring showed high participation and enthusiasm, particularly in structured sessions. • Pupils benefited from a wide range of activities suited to infant age groups, supporting physical literacy.	• A small number of pupils were reluctant to join less familiar activities without additional encouragement. • Wet-weather alternatives were not always as engaging or possible, reducing activity levels on some days. • Family engagement in physical activity at home varied, limiting wider impact.

Review of the last academic year (2025/2026)



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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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	• PE was clearly prioritised through displays, assemblies, celebration events and regular communication with families. • Staff modelling of positive attitudes towards physical activity strengthened whole-school culture. • Leadership monitoring ensured PE remained a high-value subject aligned with school improvement priorities.	• Some whole-school events were limited by space or weather. • Younger pupils sometimes struggled to articulate learning beyond the activity itself. • Wider community links (clubs, partnerships) are still developing.
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 broad curriculum ensured exposure to dance, gymnastics, games, athletics and outdoor activities. • Participation data showed strong gender balance across activities. • Sustainable resourcing meant equipment was accessible, safe and appropriate for all pupils.	• Some activities required more specialist equipment or space than currently available. • A small number of pupils gravitated towards familiar sports, limiting breadth unless prompted. • External clubs offered more options for older pupils than infants, reducing extension opportunities.
5. Increasing participation in competitive sport	• Age-appropriate competitive opportunities (when available) were well attended and inclusive. • Pupils demonstrated improved resilience, teamwork and sportsmanship. • Staff confidence in organising and running competitions increased through CPD and peer support.	• Limited local infant-specific competitions restricted external opportunities. • Some pupils found competitive environments challenging without additional emotional support. • Time constraints occasionally limited preparation for events.

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*

Your objective: Increase staff confidence, knowledge and skills in teaching PE



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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)	Build consistent, high-quality PE teaching through targeted CPD and peer coaching.	• Deliver termly internal CPD led by PE lead and external specialists. • Use peer observation and feedback cycles. • Embed progression maps and assessment guidance.	• All staff confidently deliver structured, inclusive PE lessons. • Improved pupil outcomes and engagement.	• Lesson observations, staff surveys, pupil voice, CPD logs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		Sustainable through internal coaching model.		£3,000 (CPD and release time).

Your objective: Increase pupil engagement in regular physical 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 (Complete now and monitor)	Ensure all pupils, including inactive girls and disadvantaged pupils, participate in daily physical activity.	Introduce daily movement breaks and active lunchtimes. Track participation and target inactive pupils. Engage families through home-activity challenges.	100% pupils active for at least 30 minutes daily. Improved attitudes towards physical activity.	Pupil activity logs, attendance registers, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		Sustainable through trained play leaders and embedded routines.	Increased daily activity recorded.	£800 (equipment and training for lunchtime staff).

Your objective: Raise the profile of PE and sport across the school



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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)	Embed PE and sport as a driver for whole-school improvement and wellbeing.	- Celebrate achievements in assemblies and newsletters. - Link PE values to school ethos and PSHE. - Use pupil sports ambassadors to promote participation.	PE recognised as a key strength in school culture. Improved pupil confidence and teamwork.	Displays, newsletters, pupil voice, governor reports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		Sustained visibility through leadership monitoring and pupil leadership roles.	Add text here	£300 (resources and celebration events).

Your objective: Broaden and equalise access to a range of sports and physical activities



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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 boys and girls experience a wide range of sports and equal access to opportunities.	Rotate sports units to include dance, gymnastics, athletics, and games. Audit participation by gender and SEND. Provide inclusive equipment and adapt activities.	Balanced participation across genders and needs. Pupils develop confidence in varied physical skills.	Participation data, lesson plans, pupil feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		Sustained through curriculum design and resource investment.		£1,000 (equipment and training).

Your objective: Increase 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
Plan and monitor (Complete now and monitor)	Provide age-appropriate competitive opportunities for all pupils.	Organise intra-school festivals and skills events. Join local infant competitions and virtual challenges. Embed teamwork and resilience in PE lessons.	Pupils demonstrate sportsmanship and perseverance. Increased confidence and motivation.	Event records, pupil voice, photos, certificates.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		Sustainable through annual calendar and staff confidence in event delivery.		£500 (transport, entry fees, medals).