



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



Commissioned by



Department
for Education

Created by



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](#)

Review of the last academic year (2024/2025)

♦

♦

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>More children have the life skill of being able to swim</i></p> <p><i>We have used our PE funding for top up swimming for many years. Roughly 15% of children (per class) have private swimming lessons which leaves a huge number who have never been in the water.</i></p> <p><i>It takes more than 2 years for some children to reach the National Curriculum requirements for swimming so this is why we top up swim.</i></p>	

- 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.

<p>3. Perform safe self-rescue in different water-based situations</p>	<p><i>100% of the Year 6 cohort were able to perform safe self-rescue in different water-based situations.</i></p>	
--	--	--

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



♦

♦

♦

♦

♦

♦

♦

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Staff have actively engaged in Continuing Professional Development (CPD) and implemented targeted training initiatives designed to enhance teaching and learning across PE and sporting activities. These efforts have focused on upskilling staff by increasing their confidence, deepening their subject knowledge, and strengthening their practical skills. By prioritising CPD and delivering training where it was most needed, we have fostered a more capable and confident teaching team, better equipped to deliver high-quality physical education and promote active participation among pupils. particular, the Early Years team has received focused training, which has led to noticeable improvements in both staff confidence and pupil engagement, demonstrating a positive development in the delivery of PE from the earliest stages of learning.</p> <p>Staff completed the Swim England CPD to further support teaching at swimming lessons. Staff confidently support children in the pool and deliver teaching alongside the swimming coaches.</p> <p>93% of Children achieved their 25-meter award and 100% achieved their safer swimming survival award. Children competed in the swimming</p>	

	<p>gala and placed in the top three schools.</p>	
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>We promoted regular physical activity and sporting engagement across the school through a varied and inclusive PE curriculum, active break times, and a wide range of extra-curricular clubs. Staff modelled active lifestyles and received CPD to deliver high-quality sessions. Pupil voice helps shape our offer, and we celebrate achievements to build motivation. Focused support ensures all pupils, including those with SEND, feel confident to take part. Early Years have also benefited from targeted training, resulting in improved engagement and enthusiasm from the youngest learners.</p>	

<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>We raise the profile of PE and sport by embedding it into our school culture and curriculum. Sporting achievements are celebrated through our website, social media, school displays, and assemblies - boosting pupil motivation and pride. Staff receive CPD to deliver high-quality lessons, and PE is linked across subjects to support wider learning. Inclusive opportunities and strong community partnerships help promote wellbeing, teamwork, and resilience - contributing to whole school improvement.</p> <p>As PE lead I took on further CPD to raise the profile of PE across the school sharing this in staff meetings.</p>	

<p>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</p>	<p>At Broad Oak Primary School, we are committed to offering a broader and more equal experience of sports and physical activities to all pupils, ensuring that both boys and girls have fair and inclusive access. We recognise that some children may not see themselves represented in traditional sports or may lack confidence to participate, so we have reviewed our PE curriculum to introduce a wider variety of activities such as dance, yoga, orienteering, and non-competitive games that appeal to diverse interests. Our extra-curricular clubs are designed to be inclusive and engaging, with girls-only sessions available to build self-esteem and reduce social pressure. Staff receive training to challenge gender stereotypes and promote inclusive teaching practices, ensuring every child feels valued and capable in PE. We celebrate all forms of participation, not just competitive success, and use assemblies, displays, and newsletters to highlight effort, teamwork, and</p>	

	<p>personal progress. By removing barriers such as cost, equipment, and scheduling conflicts, we ensure that disadvantaged pupils can access the same opportunities as their peers. We also engage families through activity days and home-based resources to reinforce healthy habits beyond the school gates. Through these strategies, Broad Oak Primary School fosters a culture where every child, regardless of gender or background, can enjoy and benefit from a rich, varied PE experience.</p>	
<p>5. Increasing participation in competitive sport</p>	<p>At Broad Oak, we have worked hard to increase participation in competitive sport across the school. We regularly take part in cluster events and inter-school competitions, giving our pupils the chance to represent the school in a wide range of sports including football, athletics, netball, and multi-skills. These opportunities have helped build confidence, teamwork, and a sense of pride in our children. We also run</p>	

<p>whole-school activities such as sports days, themed PE weeks, and intra-school competitions, which allow every child to experience the excitement of sport in a supportive environment. Our after-school clubs are well attended and offer both traditional and alternative sports, ensuring all pupils — regardless of ability or experience — have the chance to get involved. By celebrating effort and personal progress as much as winning, we've created a culture where competitive sport is inclusive, enjoyable, and something every child can be proud to be part of.</p>	
--	--

◆

◆

◆

◆

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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
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
<p>To support children who begin school with unhealthy diets and support children who are overweight, ensuring they leave primary school with improved physical health, better nutritional awareness, and a more active lifestyle.</p>	<p>To increase participation in physical activity across all year groups, to decrease unhealthy</p> <p>To improve pupil knowledge of healthy eating and lifestyle choices.</p> <p>Reduction in sedentary behaviour during the school day.</p> <p>For targeted children to positively feedback their enjoyment of physical activity and show an understanding of a healthy lifestyle</p>	<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	
<p>To continue to increase participation, confidence, and enjoyment in physical activity among girls by creating inclusive, engaging, and empowering opportunities that foster lifelong healthy habits.</p>	<p>Girls are statistically less likely to engage in physical activity, especially as they progress through primary school. By targeting this group, we can:</p> <p>Improve physical and mental health</p> <p>Build confidence and self-esteem</p> <p>Foster lifelong habits of movement and wellbeing</p> <p>Close gender gaps in participation and achievement.</p>	<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>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</p> <p>5. Increasing participation in competitive sport</p>	
<p>To increase access, engagement, and enjoyment in physical activity for SEND and disadvantaged pupils by removing barriers, offering inclusive opportunities, and</p>	<p>Limited access to extracurricular sport</p> <p>Lower confidence in physical activity settings</p>		

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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 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	Continued 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?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. 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. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor</p>	<p>To provide CPD to all teaching staff to upskill and develop their current teaching when using the PE passport app.</p>	<p>Our local PE representative — the creator of the PE Passport app — will be delivering two twilight CPD sessions designed to help staff feel confident and well-equipped when delivering their PE lessons.</p> <p>These sessions will provide practical guidance, explore the features of the PE Passport app, and offer strategies to support high-quality PE teaching across the school.</p>	<ol style="list-style-type: none"> 1. Increased Staff Confidence <p>Staff will feel more assured when planning and delivering PE lessons. Teachers who may be less experienced in PE will gain practical strategies and guidance.</p> <ol style="list-style-type: none"> 2. Improved Quality of PE Lessons <p>Consistency in lesson structure, assessment, and progression using the PE Passport app. Lessons become more purposeful, engaging, and aligned with curriculum expectations.</p> <ol style="list-style-type: none"> 3. Better Use of the PE Passport App <p>Staff will understand how to fully utilise the app for planning, assessment, tracking skills, and evidencing learning. Greater consistency in recording progress across year groups.</p> <ol style="list-style-type: none"> 4. Enhanced Pupil Outcomes <p>More confident teaching typically leads to better engagement and skill development in pupils. Lessons are likely to be more inclusive, structured, and varied.</p>	

			<p>5. Strengthened Whole School PE Provision</p> <p>Shared approaches will boost continuity and progression across the school. The CPD supports meeting Ofsted expectations for a broad, high-quality curriculum.</p> <p>6. Professional Growth and CPD Culture</p> <p>Provides staff with meaningful professional development without needing time out of class. Encourages ongoing reflection and collaboration around PE practice.</p>	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To establish structured lunchtime activity zones that provide organised activities in designated areas.	<p>1. Increased Physical Activity</p> <p>Children have more opportunities to be active every day. Structured zones help ensure more pupils are engaged, not just those who already enjoy sports.</p> <p>2. Improved Behaviour and Reduced Incidents</p> <p>Clear, purposeful zones reduce wandering, boredom, and conflict. Pupils know what activities are available and where they can play, leading to calmer lunchtimes.</p> <p>3. Enhanced Social Skills and Inclusion</p> <p>A variety of zones (e.g., quiet area, creative zone, sports zone, dance zone) ensures all pupils can find something that suits them. Encourages teamwork, cooperation, and mixed-age social play.</p> <p>4. Skill Development Linked to PE Curriculum</p> <p>Zones can be aligned with key PE skills such as coordination, balance, agility, teamwork, and</p>	<ul style="list-style-type: none"> • More pupils actively engaged in purposeful play during lunchtimes. • Reduced behavioural incidents due to clearer structure and expectations. • Improved social interaction and teamwork as children take part in shared, organised activities. • Greater inclusivity, with activities available that appeal to a wider range of pupils. • More physically active pupils, contributing to better health and wellbeing. • Calmer transitions back into class, with children returning more focused and ready to learn. • Stronger pupil leadership, with Play Leaders supporting activities in each zone. 	

		<p>strategic thinking. Reinforces skills taught in PE lessons in a fun, informal environment.</p> <p>5. Increased Engagement of Less Active Pupils</p> <p>Staff-led or pupil-led zones can encourage participation from children who may not usually choose physical activity. Helps reduce inequality in physical activity levels.</p> <p>6. Positive Impact on Learning in the Afternoon</p> <p>Children return to lessons calmer, more focused, and ready to learn. Improved mood and reduced lunchtime stress supports better emotional regulation.</p> <p>7. Opportunities for Pupil Leadership</p> <p>Play Leaders, Sports Leaders, or older pupils can help run zones. Builds confidence, responsibility, and leadership skills.</p> <p>8. Supports Whole-School Wellbeing and Pastoral Goals</p> <p>A more structured and happier lunchtime environment improves pupils' overall school experience. Contributes to behaviour policy aims and wellbeing priorities.</p>		
--	--	--	--	--

	<i>What impact have you seen?</i>	<i>Are the improvements sustainable? How?</i>	<i>Supporting evidence</i>	<i>Approx. cost</i>
<i>Evaluate</i>				

◆
Your Objective:


	<i>Intent – what is your objective?</i>	<i>Implementation - How will you achieve this?</i>	<i>Impact - What do you hope to see?</i>	<i>Supporting evidence</i>
--	---	--	--	----------------------------

<p>Plan and monitor</p>	<p>To order additional gymnastics mats and yoga mats to enhance current teaching, learning, and practice.</p>	<p>Review current equipment to identify exact quantities and types of mats needed. Consult staff (e.g., PE lead, class teachers, or sports coaches) to determine which mats will best support teaching and safety. Research suppliers to compare prices, quality, and durability of gymnastics and yoga mats. Place an order through approved school procurement channels. Arrange delivery and storage, ensuring mats are accessible and safely stored. Introduce the new equipment into lessons, demonstrating correct use to staff and pupils. Monitor usage and impact to ensure the new mats are effectively improving practice and participation.</p>	<p>Improved safety during gymnastics and floor-based activities due to newer, more reliable mats.</p> <p>Increased pupil participation because more equipment allows all children to be actively involved at the same time.</p> <p>Higher quality skill development, as pupils can practise movements, balances, and sequences with appropriate equipment.</p> <p>More effective lesson delivery, with teachers able to run stations, group work, and differentiated tasks more easily.</p> <p>Greater confidence in pupils attempting new skills with suitable cushioning and support.</p> <p>Enhanced wellbeing and focus during yoga and mindfulness sessions due to appropriate, comfortable mats.</p> <p>Better curriculum coverage, ensuring all elements of gymnastics and yoga can be taught to a high standard.</p>	
	<p>What impact have you seen?</p>	<p>Are the improvements sustainable? How?</p>	<p>Supporting evidence</p>	<p>Approx. cost</p>

Evaluate				
----------	--	--	--	--

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To enable children to achieve their 25m and perform safe self-rescue in different water-based situations			



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

◆

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor				

This page has been left blank for any notes or supporting information.