

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	97% of Year 6 could swim Swim competently, confidently and proficiently over a distance of at least 25 metres 1:1 sessions arranged for SEND through EHCP	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	97% of Year 6 used a range of strokes effectively Continuous top-up swimming offered for 3 % of pupils from cohort 1:1 sessions arranged for SEND through EHCP	
3. Perform safe self-rescue in different water-based situations	97% of Year 6 performed safe self-rescue in different water-based situations Continuous top-up swimming offered for 3 % of pupils from cohort 1:1 sessions arranged for SEND through EHCP	

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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	A robust CPD program resulted in staff confidence date rising from 80% to 90% of staff feel confident in teaching all areas of the curriculum. Additional impact because of our CPD program saw the quality of Physical Education increase from 80% to 90% of all lessons being delivered were high quality. Pupil voice data rose even further from 85% of pupils feeling that PE is always fun, to 95%.	We must ensure that all staff feel confident planning and delivering high quality PE by focusing on the specific 10%. We must continue to offer CPD to all staff to ensure that this confidence continues.
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 and by monitoring how active pupils are outside of schools, we now know that 85% of pupils achieve an average of 60 minutes a day 7 days a week. Additional provisions provided to inactive children. Extra-curricular clubs added to specifically target KS1.	Not all pupils are active for 60 minutes a day 7 days a week. There are still 15% of our pupils that are not active for 60 minutes a day, 7 days a week.

Review of the last academic year (2024/2025)



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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	Pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.	15% of children are still not active for 30 minutes a day 7 days a week so these will be targeted and provided with opportunities to improve this.
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: New extra-curricular opportunities added following pupil voice survey – volleyball, tag rugby (Y3 and 4), pickleball, golf, gymnastics (lunch time), karate (lunchtime) Because of this, we have seen a 20% increase in participation	Not all pupils are active for 60 minutes a day 7 days a week. 64% OF KS1 attended extra-curricular and 83% of KS2 attended extra-curricular.
5. Increasing participation in competitive sport	13% of KS1 and 73% of KS2 have taken part in an Inter competition. 100% of children in key 1 and 2 competed within intra school event	Continue to develop our competition provision. Only 45% of KS1 took part in inter (level 2) competitions. We have been focusing on this, but we need a bigger drive to ensure all pupils have this opportunity.

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

Swimming and Water Safety	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	100% of pupils in Year 6 can swim 25 metres. Evidenced by Littledown Swimming assessment tracker based on information and data collected poolside with swimming teacher. With online portal, parents and teachers can track allowing parents to enroll in private lessons if needed. Parents to all be informed at the start of each year from teachers, in homework and regular notices in newsletter. We aim for 100% of pupils to meet the criteria	NA
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% of pupils in Year 6 can use a range of strokes effectively. Evidenced by Littledown Swimming assessment tracker based on information and data collected poolside with swimming teacher. With online portal, parents and teachers can track allowing parents to enroll in private lessons if needed.	NA
3. Perform safe self-rescue in different water-based situations	100% of pupils in Year 6 can can perform safe self rescues. Evidenced by Littledown Swimming assessment tracker based on information and data collected poolside with swimming teacher. With online portal, parents and teachers can track allowing parents to enroll in private lessons if needed. RNLI drop in to promote water safety throughout the year offering interactive sessions to KS1 and KS2	NA

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
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.	Aim to participate in a range of competitions from the school games calendar (both Christchurch and Bournemouth) to give broaden opportunities and give children an opportunity to participate in competitive sports. •All children, before they leave Year 6, to have taken part in at least 1 competition.—update calendar •Ensure SEND festivals will be attended (when appropriate) •Children's survey to identify inactive pupils •To organise one intra-school competition per term for each year group (link to sports covered in PE and provide new offerings e.g. triathlon)	Key indicator 5: Increasing participation in competitive sport	•Children's participation increases (whole school register of attendance arbour %) •All pupils have the opportunity to take part in organised games. •Being part of both the Christchurch and Bournemouth School Games calendar allows us to include A, B and C teams, which widens the range of pupils involved. •SEND is seen as a priority and we are inclusive and diverse – all children have the opportunity to participate. •Aware of inactive children and are target for support •Children will experience a broad range of competitive physical experiences. •Parent involvement increases pupil engagement and enjoyment.
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. Enhance moving minutes particularly in KS2- (moving minutes linked with Trick Box, action plan and PHSE)	•Ensure movement breaks are taking place regularly and with a purpose throughout the school •Ensure all staff have most recent resources (YST cards) to use for their movement breaks •Upskill staff on appropriate movement breaks (not just running around the field) •Share ideas with staff about how to find cross-curricular links. For example, Active Maths – fractions •Share with children to importance of regular movement breaks (Trick box)	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	•Through pupil voice and questionnaires, 'Moving Minutes' are cohesive and meaningful throughout the school •Pupil aware of the benefits of regular movement and as a result can choose the most appropriate movement break •Monitoring will ensure that all classes are using at least 5 per day.
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	•Support staff with medium-term planning Each lesson to be progressive and build towards the end 'outcome' of the unit -Each lesson to have a specific learning intention -Revisits used to consolidate skills and vocabulary learnt •To observe each member of staff twice per term •Teachers complete PE confidence questionnaire to	Key indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	•All staff aware of expected outcomes of each unit and learning is appropriately sequenced to achieve this •When questioned, all children can recall learning intentions and explain what success would look like •All children can use subject-rich vocabulary •Continuity in the standard of PE being taught

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: CPD



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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)	To know subject, concepts and skill progressions and ensure all staff knowledge of these - CPD, support, handbooks, pathways	• Update newly written medium term plans in KS1 and KS2, making sure all staff are aware of sequence of learning and progression. • Follow up on medium term plans (KS1 and KS2) • Offer support with planning and team teaching to upskill teachers in teaching high quality PE lessons. • Conduct formal and informal lesson drop ins. • Collect pupil voice (PE lesson) • Conduct staff confidence survey • PE team to continue to deliver reminders and top tips throughout the year in staff meetings as well as knowledge of physical literacy and mental health and wellbeing. • To provide quality professional development for staff, including high quality mentoring and support for ECTS	Staff Confidence showed that 80% of teachers feel confident in teaching all areas of PE. We predict that by July 2026, 100% of staff will feel confident in teaching all areas of the curriculum. Pupil voice data in September 2025 showed that 85% of pupils felt that PE is always fun. By July 2026, we predict that this will increase to 100%. Pupil attainment data in July 2025 showed that 90% of FS and 91% of KS1 and 89% of KS2 were achieving ARE. By July 2026, we predict that 95% of FS, 95% of KS1 and 95% of KS2 will achieve ARE.	- Staff upskilled in the planning and delivery of high quality PE. • Staff feel more confident in teaching and delivering PE. • All staff (including ECTS) feel confident in planning PE. • Staff are aware of their areas of improvement. here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	July's staff confidence survey 2026 noticed that 95% of staff will felt confident in teaching all areas of the curriculum. Pupil voice data in July 2026 showed that 90% of pupils felt that PE is always fun. Pupil attainment data in July 2026 showed that 95% of FS and 90% of KS1 and 85% of KS2 were achieving ARE.	Staff are now all confident and competent. Continued CPD can come from sharing good practice in school and using Complete PE.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.	£6,355 teacher CPD Including: - Training courses - Memberships and subscriptions - Conferences - CPD for

Your objective: 30 minutes a day of PA



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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)	To embed a consistent approach to movement throughout the school.	•Share with children the importance of regular movement breaks (Trick Box and Zones of Regulation) •Ensure movement breaks are taking place regularly and with a purpose throughout the school using YST cards •Ensure all staff have most recent resources (YST cards) to use for their movement breaks •Liaise with staff to create new moving minutes resources (alerting, concentrating and calming) •Share ideas with staff about how to find cross-curricular links, using OAA resources •Delegate to PE ambassadors in year groups to oversee movement and to follow up biweekly	•Moving Minutes are consistent throughout the school (movements and language used) 100% of staff and children feel confident using consistent language and are happy with tools offered •100% of pupils aware of their physical need and can use the appropriate movement type to help them regulate and prepare for learning. •Reduction in 'lost learning' •Pupils are moving more, being given opportunities to find their thing, and learning is related to interests, making it more enjoyable.	Physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on school's personal assessment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- 100% of children enjoy taking part in 'Moving Minutes'. Staff are aware of consistency. Children and staff use shared language around moving minutes. - 100% of children using Sport Sanctuary boxes feel confident identifying their current physical need and can independently use equipment to support their regulation and nervous system. 100% of pupils feel ready to learn and feel more regulated	•Continue to share the importance of PA ideas with staff, update resources and ensure consistency. Regular communication with parents in home learning and newsletter. •Delegate PE ambassadors in year groups to oversee movement and to follow up biweekly	•Share ideas with staff about how to find cross-curricular links, using OAA resources •Delegate to PE ambassadors in year groups to oversee movement and to follow up biweekly -Continue to use physical activity trackers -update extra curricular opportunities -Update extra curricular timetables	£3985 for equipment and resources. This includes: equipment for lunch time and after school clubs, sports sanctuary resources, opportunities for parental involvement, additional extra-curricular clubs (training and equipment)

Your objective: Increased participation and 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)	Increase whole school participation in competition and sporting events.	• Access events, competitions and festivals through SGO calendar (Christchurch and Bournemouth) • Ensure all children who attend club have the opportunity to represent the school in competition. • Ensure SEND festivals will be attended • Embed intra-school competitive opportunities • Provide opportunities for parent involvement (NSSW, termly active sessions) Increase whole school participation through monitoring 30 minutes a day of PA (EW and MS to conduct surveys)	In July 2025, 50% 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, 65% 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.	Registers for club intake Tracking KS1 and KS2 uptake in clubs. Registers for competition (KS1/2) and participation monitored. Particular focus given to PP, FSM and SEND.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	• Children's participation increases (whole school register of attendance Arbor %) • All pupils have the opportunity to take part in organised games. • SEND is seen as a priority and we are inclusive and diverse – all children have the opportunity to participate. • Inactive children identified and targeted to increase participation • Parent involvement increases pupil engagement and enjoyment.	KS2 house competitions in lessons at the end of units. Results and updates announced in phase workshops- celebrated Complete PE supports this set up and guides teachers.	All inter competitions hosted at our school and sports day. Competition calendar and register of participants.	Revenue maintenance cost of routine maintenance and equipment: £3985 Membership fees: £800