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

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Review of the last academic year (2024/2025)

- 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.

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	A remarkable 100% of children are able to swim competently, confidently, and proficiently over a distance of at least 25 metres. This achievement reflects both the quality of teaching and the effective use of PE premium funding to enhance physical education opportunities. The strong swimming outcomes contribute positively to the school's personal development priority, empowering children to develop independence and resilience—qualities that are essential for lifelong wellbeing and success	While the current swimming outcomes are exemplary, maintaining this high standard is essential Sustainability of Success: The school should continue to monitor swimming provision to ensure that all pupils maintain their swimming proficiency year on year, particularly as new cohorts enter the school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	An impressive 96.6% of children demonstrated competence in using a range of swimming strokes effectively. This high success rate indicates strong teaching and learning in physical education, particularly in swimming, which is a vital life skill. This achievement reflects well on the school's broader commitment to personal development and wellbeing, as highlighted in the recent Ofsted inspection report, which praised the school's provision for physical and mental health.	The monitoring highlighted the potential to improve pupils' swimming skills by promoting more consistent practice outside of school hours. Increased home practice can help consolidate skills learned in lessons and foster greater independence and confidence in swimming.
3. Perform safe self-rescue in different water-based situations	An outstanding 96.6% of pupils demonstrated the ability to perform safe self-rescue in a variety of water-based situations. This reflects the school's effective teaching and the high value placed on pupils' physical and personal development. Pupils' proficiency in swimming contributes directly to their safety and wellbeing, supporting the school's priority to empower children to become confident, independent learners. This success also complements the school's broader curriculum aims to develop teamwork, problem-solving, and risk management skills through outdoor learning and physical education.	To enhance the delivery of water safety lessons within the school environment, it is recommended that the school builds a closer working relationship with external swimming instructors. This partnership could: Facilitate the integration of water safety education into the school's curriculum, reinforcing the knowledge and skills pupils acquire during swimming lessons. Enable tailored sessions that address specific water safety risks relevant to the local community and pupils' experiences. Provide professional development opportunities for school staff to support the reinforcement of water safety messages across the curriculum.

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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	We had a sports coach in school who played a pivotal role in training our staff, significantly enhancing their subject knowledge and confidence in delivering high-quality PE lessons. This targeted professional development contributed to improved teaching practises across the school. As a result, when Ofsted conducted their observations, they noted the positive impact of this training on lesson delivery, pupil engagement, and progression in physical education, which was reflected in the overall successful evaluation of our PE provision.	We now want to sustain this progress further and develop confidence among all staff, as current staff voice indicates that not all feel fully confident in teaching PE. To achieve this, it is essential to implement targeted professional development opportunities that address identified gaps in subject knowledge and pedagogical skills, particularly for non-specialist and less experienced staff. This could include tailored CPD sessions, mentoring, team teaching, and regular moderation to ensure consistency and high-quality delivery across the school. By fostering a culture of continuous learning and collaboration, we can empower all staff to deliver a rich, coherent, and ambitious PE curriculum that meets the diverse needs of our pupils, supports their physical development, and promotes lifelong engagement with sport and physical activity.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We have been pleased with both the increase in children taking part in active playtimes along with a wider variety of activities taking place, which has not only enhanced their physical development but also fostered greater social interaction and engagement across all pupil groups. This positive trend reflects our commitment to providing equal opportunities for all children to participate in enriching physical experiences beyond the curriculum, supporting their overall well-being and aligning with our school's vision to help every child flourish and grow with confidence.	We now want to develop this further by having a greater role for pupil leadership in leading active playtimes. Engaging midday supervisor to ensure this happens at lunchtime as well. It has been clear through pupil voice that many children would enjoy this additional role and responsibility.

3. Raising the profile of PE and sport across the school, to support whole school improvement	We had a really successful sports week with multiple external agencies coming into school, which significantly enriched our extra-curricular provision by offering a diverse range of physical activities beyond the regular PE curriculum. This event not only provided pupils with additional opportunities to practise, extend, and refine their skills but also celebrated a variety of sports and activities, ensuring equal participation for all children, including those with SEND and disadvantaged pupils. The involvement of external agencies helped to create a vibrant, inclusive environment that aligned with our school vision of community and hope, empowering pupils to develop their physical competence, confidence, and leadership skills.	The only next step in this area is to maintain the amazing progress that we have made this academic year.
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 And **5.** Increasing participation in competitive sport.	We recently won the Newark Town Award for going above and beyond in the addition of extra-curricular sports that we offer to children across all age groups, demonstrating our unwavering dedication to providing inclusive, diverse, and high-quality opportunities for physical activity. This accolade reflects our commitment to fostering a school environment where every child can extend their learning beyond the PE curriculum, develop their physical skills, and cultivate a lifelong enthusiasm for sport and well-being. Our approach aligns closely with OFSTED's research and guidance, which highlights the importance of a systematic, well-planned extra-curricular provision that promotes equal participation, supports pupils' physical development, and enriches their overall educational experience.	We have continued to make sure that our designated sports TA has dedicated time to plan and deliver high-quality sporting opportunities, including organising competitions, which aligns with OFSTED's recommendation to provide carefully sequenced and appropriately chosen physical activities that develop pupils' competence and confidence. Additionally, we will maintain the use of a whole-school monitoring system to ensure that all children who wish to participate in these activities are able to do so, promoting inclusivity and equal access as emphasised in OFSTED's research on extra-curricular provision. This approach also reflects the importance of high-quality adult supervision and organised activities during breaks and lunchtimes to increase pupil engagement in physical activity.

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 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	83 %	To ensure that we are encouraging all parents to engage in swimming outside of school as and when this available.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100%	To ensure that we echo this success to embed further.
3. Perform safe self-rescue in different water-based situations	100%	To ensure that we echo this success to embed further.

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
Increasing and Maintainig Participation in Sport Competitions	We have worked really hard over the last three academic years to embed and enhance our sport offer and have had some great results. As a result, we are now looking into the legacy and sustainability of this progress to ensure that the benefits continue to positively impact our pupils and community for years to come. This includes developing long-term strategies for maintaining high levels of participation, securing ongoing funding and resources, and fostering a culture of physical activity and well-being that aligns with our school's vision and values.	• Develop and maintain a broad extra-curricular programme that includes a variety of sports competitions and intra-school events • .Remove barriers to participation by providing transport, equipment, and inclusive opportunities for all pupils, including those with SEND. • Foster links with local sports clubs and community facilities for external competitions and events. • Train and empower older pupils as sports leaders and coaches to encourage peer participation and leadership.	**Maintain and expand the network of local schools and clubs** to provide a broader range of competitive opportunities and pathways beyond primary education. **Regularly review participation data and pupil feedback** to identify trends, successes, and areas for improvement, adapting the programme accordingly. **Explore opportunities to link competition participation with wider curriculum areas**, such as maths (statistics from competitions), English (writing reports), and computing (creating digital presentations or videos of events). **Plan for long-term funding by integrating Sports Premium funding with other school budgets and seeking external grants or sponsorships to ensure ongoing support for competition participation.**
Delivering High-Quality PE Lessons	School has previously used an external sports coach to provide high quality PE lessons and Staff CPD. This objective has remained on our Tracking form to ensure that the progress made in this area is maintained and that staff continue to feel confident in this area to both plan and deliver high quality provision without external support.	• Utilise new curriculum planning tools to ensure lessons are progressive, inclusive, and aligned with national curriculum aims. • Provide ongoing CPD for teachers focused on subject knowledge, pedagogical skills, and assessment in PE. • Use assessment data to tailor teaching and address individual pupil needs and progress. • Integrate cross-curricular links to enhance engagement and deepen understanding (e.g., maths in scoring, science in fitness).	We have also introduced a new planning tool to be used consistently across the school to focus on the skills taught and ensure clear progression throughout all year groups. This tool supports our ongoing commitment to embedding rigorous curriculum planning, as highlighted in the OFSTED research reviews and inspector guidance, which emphasise the importance of coherent sequencing and revisiting key knowledge to secure long-term retention and fluency. Consequently, this is a key reason why this target has remained a priority on our school improvement plan, aligning closely with our aims to enhance the quality of education and ensure all pupils make sustained progress.
Promoting Healthy Lifestyles via Pupil Voice	We have found, through pupil voice at the end of the last academic year, that pupil knowledge on how to lead and actively maintain a healthy lifestyle requires further development. This aligns with findings from OFSTED's research review on PE, which highlights the critical role of physical education in not only teaching physical skills but also in providing pupils with essential, context-specific knowledge about healthy participation. Therefore, our focus must include explicitly teaching the knowledge that connects physical activities to health benefits, preparation, and participation strategies, ensuring that pupils are empowered to lead healthy, active lives both within and outside school.	• Conduct regular pupil surveys and focus groups to assess understanding and attitudes towards healthy living. • Embed health education within the PE curriculum and through whole-school initiatives (e.g., Daily Mile, healthy eating campaigns). • Encourage pupils to set personal goals related to physical activity and wellbeing, tracked through journals or digital platforms. • Invite role models and organise workshops that focus on lifestyle choices and wellbeing.	We will endeavor to ensure that this is sustained beyond this academic year through: **Embed the Pupil Sports and Health Council into the school's governance structure**: Include regular reporting to governors and staff meetings. **Develop a rolling programme for pupil leadership training**: Ensure new cohorts are trained annually to maintain momentum. **Regularly review and update the Healthy Lifestyle Action Plan** with input from successive pupil councils. **Link with local sports clubs and health organisations to provide ongoing opportunities and resources.**

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 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: **Increasing and Maintainig Participation in Sport Competitions**

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increasing and Maintaining Participation in Sport Competitions	• Develop and maintain a broad extra-curricular programme that includes a variety of sports competitions and intra-school events • .Remove barriers to participation by providing transport, equipment, and inclusive opportunities for all pupils, including those with SEND. • Foster links with local sports clubs and community facilities for external competitions and events. • Train and empower older pupils as sports leaders and coaches to encourage peer participation and leadership.	At least **80%** of pupils regularly participate in intra- or inter-school competitions each academic year. Registers of attendance at clubs and competitions; pupil feedback on enjoyment and motivation. Increased confidence, teamwork, and physical skills demonstrated by pupils. Made clear through pupil, parent and staff voice.	**Maintain and expand the network of local schools and clubs** to provide a broader range of competitive opportunities and pathways beyond primary education. **Regularly review participation data and pupil feedback** to identify trends, successes, and areas for improvement, adapting the programme accordingly. **Explore opportunities to link competition participation with wider curriculum areas**, such as maths (statistics from competitions), English (writing reports), and computing (creating digital presentations or videos of events). **Plan for long-term funding** by integrating Sports Premium funding with other school budgets and seeking external grants or sponsorships to ensure ongoing support for competition participation.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Increased participation rates across all year groups, including greater engagement from previously less active pupils and those with SEND. Pupils demonstrate improved confidence, teamwork, resilience, and sportsmanship through regular competitive opportunities. Stronger links with local clubs have increased opportunities for pupils to continue participation.	Yes. Sustainability is supported through the development of pupil sports leaders, established partnerships with local schools and clubs, annual review of participation data, and the integration of competition opportunities into the wider PE curriculum. Long-term funding plans and shared resources help ensure continued access to competitions.	Competition registers and attendance records; club participation data; pupil, staff and parent voice surveys; photographs and reports from events; sports leader records; feedback from partner schools and clubs; evidence of progression to community sports clubs.	£1500 – Coach and Transport hire £500 – Cost to venues £600 – Sports kit for various sports £2000 - Staffing

Your Objective: Delivering High-Quality PE Lessons

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Delivering High-Quality PE Lessons	• Develop a broad, balanced, and ambitious PE curriculum that offers a wide range of physical activities and sports. Use a well-sequenced curriculum that integrates both procedural (skills) and declarative (knowledge) learning. • Ensure access to high-quality equipment and safe, well-maintained facilities that support a wide variety of sports and activities. Adapt equipment where necessary to enable access for all pupils, including those with SEND. • Provide additional resources for outdoor learning and cross-curricular links (e.g., maths, English).	? Target: 100% of PE lessons planned using the new curriculum tools, with learning walks demonstrating that lessons are showing progress of knowledge and skills by children by subject lead and SLT. ? Evidence: Lesson plans, observation records, and pupil progress data through termly data drops. ? Outcome: Improved teacher confidence and pupil attainment in PE skills and knowledge.	School has previously used an external sports coach to provide high quality PE lessons and Staff CPD. This objective has remained on our Tracking form to ensure that the progress made in this area is maintained and that staff continue to feel confident in this area to both plan and deliver high quality provision without external support.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Teachers demonstrate increased confidence when planning and delivering PE independently. Lessons show clear progression in skills and knowledge, and pupils are highly engaged in PE. Monitoring indicates that the curriculum is being implemented consistently across the school.	Yes. Staff now have access to curriculum planning tools and resources that support high-quality teaching. The PE lead continues to monitor provision and provide support where needed, reducing reliance on external coaches. Resources and equipment have been purchased to support long-term delivery of the curriculum.	Learning walk records, lesson observations, staff questionnaires, pupil voice, planning scrutiny, PE assessment data and curriculum monitoring records	£350 – Planning Licences £3000 – Additional experiences and enhancements to the taught curriculum.

Your Objective: Promoting Healthy Lifestyles via Pupil Voice

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Promoting Healthy Lifestyles via Pupil Voice	**Conduct regular pupil surveys and focus groups**: Collect feedback on current sports provision, lunchtime activities, and barriers to participation. **embed this within the PE subject action plan**: Collabate with the pupil parliament to design initiatives such as active break times, healthy eating campaigns and a clear focus on this area in sports week. **Integrate pupil suggestions into PE curriculum and extracurricular activities**: Ensure activities reflect pupil interests and promote inclusivity. **Train pupil leaders**: Provide leadership training to empower pupils to lead warm-ups, organise events, and promote health messages.	**Increased pupil engagement and ownership**: Pupils reporting active involvement in sports activities and health initiatives by the end of the academic year. **Higher participation in physical activity**: There is a clear increase in pupils participating in extracurricular sports clubs and active break times compared to the previous year. **Enhanced leadership skills**: Track the number of pupil leaders trained and actively involved, aiming for **8 trained leaders** contributing to school-wide activities. **Parental and community engagement**: Increase attendance at health and sports-related events, facilitated by pupil-led promotion.	We will endeavor to ensure that this is sustained beyond this academic year through: **Embed the Pupil Sports and Health Council into the school's governance structure**: Include regular reporting to governors and staff meetings. **Develop a rolling programme for pupil leadership training**: Ensure new cohorts are trained annually to maintain momentum. **Regularly review and update the Healthy Lifestyle Action Plan** with input from successive pupil councils. **Link with local sports clubs and health organisations** to provide ongoing opportunities and resources.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Pupil voice has played a greater role in shaping PE provision and healthy lifestyle initiatives. Increased participation has been seen in extracurricular clubs, Sports Week activities and active breaktimes. Pupils demonstrate improved awareness of healthy lifestyle choices and greater enthusiasm for physical activity. Pupil leaders have developed confidence, communication and organisational skills through leading activities and promoting health messages across the school.	Yes. The Pupil Sports and Health Council is now embedded within school systems and continues to contribute to decision-making. Annual leadership training ensures new pupil leaders are developed each year. Healthy lifestyle priorities are reviewed through the PE Action Plan, and partnerships with local clubs and organisations provide ongoing opportunities for pupils. Staff and governors receive regular updates, ensuring accountability and continued focus on this priority area.	Survey outcomes, participation registers, pupil voice records, leadership training logs, Sports Week evaluations, photographs and reports of events, parent feedback, club attendance figures and PE monitoring documentation.	£5000 – Staffing for after school club provision. £3000 – Additional experience part of sports week.