

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](#)

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*

Plan, monitor and evaluate (2025/2026)



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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	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme) Play Leaders. Midday supervisor training, Staff CPD 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 to be researched.	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.	Staff and pupil feedback have spoken very highly of its integration. PE lead to Conduct regular observations of the playground to gauge activity levels of the least active children.
	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 but we have a plan for this.	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?	.Pupil feedback suggests that they have thoroughly enjoyed leading games, as a result we would like to continue to do this with other year groups.	



Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. Purchased GAT package of support which includes 2 days with Karen and 3 development days. Cost associated: GAT package - £2200	This will ensure all children within the school will participate in two hours of PE a week. The DfE have suggested this should be a priority for schools to invest in their staff, having a reputable scheme of work is very valuable to staff but CPD ensures pedagogies and teaching strategies are demonstrated with a class of children to maximize the potential.	Key indicator 1: This will help increase staff confidence of teacher High Quality Physical Education as well as their knowledge and skills.	Staff surveys, pupil voice, Lesson observations and Karen from Love PE who provided a high-quality Physical Education lesson with gymnastics for staff to observe and co teach this lesson. The suggestion would be to extend this over a few weeks so staff can see more progression? Follow up in the autumn with a staff audit
To provide in school opportunities for pupils to access for Physical Education such as after school clubs, lunch time clubs, extra PE by Premier education and 2 hours of high-quality Physical education taught by teachers. Cost associated: Mansfield town after school clubs £1100 Dance competition £50. Transport £406.88	This ensures that all pupils will be active on average 60 minutes a day, 7 days a week. We have engaged Premier Education to run some extra PE sessions with all year groups: Boccia and breakfast and lunchtime dodgeball .	Key indicator 2 : Increasing engagement of all pupils in regular physical activity and sporting activities. Key indicator 3 : 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	Participation data from extra curricular clubs, and clubs run by play leaders at lunch times. Timetable showing club run by play leaders on a lunch time.

Raising the profile of Physical education, physical activity and opportunities for girls and SEND Cost associated: £2170 Premier Education Equipment: £11,394.58	We have started to use Premier education have delivered two blocks of sessions to our children which are different from what is on our PE curriculum. This was archery and Boccia. This is something that the children have really enjoyed. These are predominantly inclusive sports as we want all children to have access to this opportunity and to take part in a new skill focusing on the least active and SEND ere	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	After speaking with some children, they said that they enjoyed the Boccia session however, they did not think the Boccia was progressive was very similar in the last few weeks of their block sessions. More equipment is needed and sourcing cost effective package so more children can take part as we have relied on the coach's pack. Another option could be to share these resources with a neighbouring school and part contribute towards packs.
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Swimming data :

Children who can swim 25 metres: 19% (these children are currently year 4 as that is when timetabled to swim. (Top up swimming will be arranged for these children to try and meet the national average.

Children who can swim recognised swimming strokes: 41%

Children can perform self rescue: 100%