

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	51% of our Year 6 pupils could swim confidently. Evidence on Complete PE Swimming Assessment and data collected poolside with teacher.	We wanted this to be a higher percentage (75%). Moving forwards, planning ahead to book in advance top up swimming lessons for those children who cannot swim confidently.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	45% of our Year 6 pupils can use a range of strokes effectively. Evidence on Complete PE Swimming Assessment and data collected poolside with teacher.	We wanted this to be a higher percentage (75%). Moving forwards, planning ahead to book in advance top up swimming lessons for those children who cannot swim confidently.
3. Perform safe self-rescue in different water-based situations	34% of our Year 6 Pupils can perform safe self rescues. Evidence on Complete PE Swimming Assessment and data collected poolside with teacher.	We wanted this to be a higher percentage (75%). Moving forwards, planning ahead to book in advance top up swimming lessons for those children who cannot swim confidently.

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 are privileged to collaborate with Dartford Football Club, which plays pivotal roles in enhancing our staff's skills and the overall PE experience for our children. Having a sports coach support our staff in delivering PE lessons has engaged students in the lessons. Teachers demonstrate high levels of subject knowledge. Consistent delivery of high quality PE provision throughout the school day. Children's attainment and progress in PE is further developed. CPD related to balance bikes for staff to support our EYFS and KS1 students has been implemented to enhance early motor skills.	Gymnastics and Dance CPD – areas that were highlighted in the staff audit. Moving forwards, planning these into staff meetings so all staff have the opportunity to broaden their knowledge and skills.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	80% of our PP children have taken part in after-school clubs at school along with 65% of our disadvantaged children representing the school in a sporting event. 55% of all our children attended an extra-curricular club, which was a sporting activity.	Moving forwards, following pupil voice, to have more variety of clubs on offer. To have 70% of our children taking part in a sporting after school club.

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	Celebrating our children's outside talents during worships – displaying these in the hall for all to see. Celebrating intra competitions our children have attended during Celebration Worship. Sports Week – having a range of sports over the week with different coaches and clubs – from Boccia/Boules, Baseball, Rugby, Gymnastics. These have then been integrated into after school clubs. 80% of our PP children have taken part in after-school clubs at school along with 65% of our disadvantaged children representing the school in a sporting event.	Not all children may want to share their outside talents during worship – this is something to think about for the new 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	Continuing to offer a wider range of activities, both within and outside the curriculum; in order to get more pupils involved. Extra curricular: Girls Football, Netball, Boys Football, Keep Fit, Dance, Tag Rugby, Badminton, Yoga, Cricket, Speed Stacks, Dodgeball, Golf, KS1 Football, Rounders, Tennis, Basketball,	Only 55% of our pupils attended a sporting extra-curricular club at school.
5. Increasing participation in competitive sport	80% of our PP children have taken part in after-school clubs at school along with 65% of our disadvantaged children representing the school in a sporting event.	Continue to develop our competition provision. To increase inter house competitions too.

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*

<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	At the end of year 4, 62% of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 4, 61% of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue in different water-based situations	At the end of year 4, 61% of pupils could perform a safe self rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To ensure there are as many opportunities as possible for children to represent the school at sporting events.	To increase children's confidence, motivation, and self-esteem through pupil voice and conversations with pupils.	Key indicator 5: Increasing participation in competitive sport	Competition calendar from DDPSSA and Trust and register of participants. Sports Week – including Sports Day.
To ensure all staff are confident in teaching the units on the curriculum coverage	This will improve the standard of teaching in PE and continue to embed the reviewed curriculum. The knowledge of both staff and pupils will improve including technical vocabulary.	Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff surveys, pupil attainment data, lesson observations, pupil voice.
To offer a broader variety of activities in EYFS to improve gross motor skills.	To allow our children to have opportunities to explore different or new sports.	Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	Has been implemented into the curriculum from EYFS to Year 2. Included as part of Sports Day for Key Stage 1.
To offer a broad range of sporting clubs, which can lead to opportunities for children to explore/find a sport for them	Children have enjoyed having the opportunity of representing the school and wish to learn more about the sport.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities. Key Indicator 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	80% of our PP children have taken part in after-school clubs at school along with 65% of our disadvantaged children representing the school in a sporting event. 55% of all our children attended an extra-curricular club, which was a sporting activity.
To improve and encourage our children to be more active during lunch times.	To allow our children to have more variety of activities to keep active.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Started to implement Play

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*

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: To develop more opportunities to increase activity during unstructured times.



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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)	Develop breaktime and lunchtime play provision to create a pupil-led active times and to increase activity.	Timetable of activities for each day with the Playground Squad to lead (supported by Midday Supervisors and TA's). Laise with Healthy Schools Lead and Year 6 team to give leadership opportunities to Year 6. To investigate Opal Play and then feed back to SLT.	A confident and competent group of Playground 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 (Complete in July)	All children, from EYFS to KS2, have been more active using the range of equipment available on the playground/field.	Continued training for playground leaders. Introduce 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. 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?	Behaviour incidents at breaktime and lunchtime have decreased. Children are more creative and inclusive of one another.	Resources - £0

Your objective: Provide PE CPD and support to all staff



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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 ensure all staff are confident in teaching the units on the curriculum coverage.	Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Ensure Complete PE annual membership is paid to ensure teachers can access HQ planning and supporting resources. PE resources updated to enable HQ teaching to take place.	Staff to be more confident with teaching all units of the curriculum – especially Gymnastics and Dance.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice. Gymnastics and Dance – 37% of staff said that they were either very good or excellent in confidence to teach gymnastics and dance.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff have been more confident with teaching gymnastics, dance and golf, which has then improved children's understanding in these areas.	Staff will be able to feel more capable and confident with teaching all units of the curriculum. Staff also feel more prepared for the new academic year in regards to teaching the variety of skills and sports.	Staff confidence survey – 83% of staff feel very good or excellent in their confidence for teaching PE, at the beginning of the year this was 45%. Children were positive and excited to discuss PE.	Gymnastics - £203.00 Balance Bike Training - £360.00 Dance - £150.00 Golf - £0.00 Handball - £100 Baseball - £100 Mini Riders - £250

Your objective: Encourage competition

	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 ensure there are as many opportunities as possible for children to represent the school at sporting events.	As and when opportunities arise for children to take part in, allow for different categories of children to have the chance to represent the school. – PE lead to keep a record of who has had an opportunity to allow for others in the school to. Ensure appropriate practice space and time to ensure that children feel confident in that sport. Allow more disadvantaged children the opportunities. PP having priority for sporting after school clubs.	More children having the opportunity of representing the school in events.	Sharing these events with staff. PE Lead to keep a list of children who have had the opportunity of representing the school. Sharing these on the Personal Development Wall in the hall.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have been excited to represent the school in a variety of sporting events. All children have been included in the inter-school competitions for their year groups.	The inter-school competitions have been successful and will continue into the new academic year as this has encouraged teamwork, determination and competitiveness.	67% of our PP children took part in an external sporting opportunity.	Sportshall Athletics - £150.00 Resources and Equipment - £965.66

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