



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



Commissioned by



Department
for Education

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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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<ul style="list-style-type: none"> All teaching staff received training in the new PE curriculum, delivered by the PE Lead and HLTA. Staff confidence increased significantly, with 80% of teachers reporting confidence in teaching all areas of PE by July 2025. Lesson observations showed 80% of PE lessons were rated as high quality. PE assessment grids were used consistently to inform planning. CPD included bespoke in-school training and external courses, totalling £1,702 in spending. Pupil attainment data showed 90% of FS, 91% of KS1, and 89% of KS2 pupils achieving age-related expectations (ARE). 	<ul style="list-style-type: none"> 20% of staff still lacked confidence in delivering all areas of PE. Staff PDPs and feedback indicated gaps in confidence, particularly in less familiar sports or activities. Continued support and targeted CPD are needed to ensure all staff reach full confidence and competence.
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<ul style="list-style-type: none"> A wide range of extra-curricular clubs were offered, including gymnastics, street dance, football, and multi-sport. Outdoor play provision was enhanced with new equipment and structured activities led by midday supervisors and play leaders. 65% of pupils participated in lunch time activities; 47% of KS1 and KS2 pupils attended extra-curricular clubs. The Daily Mile was embedded across the school, with a new track implemented to increase engagement. Active travel initiatives were promoted, including Living Streets tracking and playground road markings. Pupil voice surveys showed high enjoyment and engagement in physical activities. 	<ul style="list-style-type: none"> Only 70% of pupils were active for 60 minutes a day, 7 days a week—below the national target. Girls and some SEND pupils were less engaged in physical activity, requiring more tailored interventions. Participation in extra-curricular clubs was lower than desired, especially among disadvantaged groups. Staff noted challenges in sustaining breakfast club sports due to staffing and logistics.

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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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<ul style="list-style-type: none"> PE and sport were celebrated through assemblies, newsletters, and events such as Sports Day and federation competitions. Pupils were trained as peer coaches, supporting others and raising the visibility of physical activity. The Daily Mile was promoted across the school, with visible tracking and celebration of progress. FS1 pupils received dedicated PE sessions, embedding physical development early. Pupil voice surveys indicated increased enjoyment and awareness of PE. 	<ul style="list-style-type: none"> Despite efforts, 30% of pupils were still not meeting the recommended 60 minutes of daily activity. Engagement from some groups (e.g. girls and SEND pupils) remained lower, suggesting further work is needed to ensure inclusive visibility and participation. Limited parental involvement in PE sessions and events was noted, with plans to increase engagement.
<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>	<ul style="list-style-type: none"> A variety of sports and activities were offered through clubs and curriculum, including street dance, hockey, and outdoor learning. PE HLTA and sports coaches provided structured activities during playtimes and lunchtimes. Equipment was purchased to support a wider range of activities, including skipping ropes, tennis rackets, and balance bikes. SEND pupils were supported with tailored activities and equipment choices. 	<ul style="list-style-type: none"> Girls were identified as a group with lower engagement in physical activity, particularly during unstructured times. Breakfast club sports were difficult to sustain due to staffing challenges. Participation in some clubs was limited by cost or timing, affecting disadvantaged pupils' access.
<p>5. Increasing participation in competitive sport</p>	<ul style="list-style-type: none"> Year 2 pupils participated in federation sports events and transition competitions with BJS. Intra-school competitions were reintroduced, including class-based challenges and Daily Mile targets. Virtual competitions and multi-skills leagues were trialled to increase accessibility. Sports Day was successfully delivered with high participation and parental involvement. 	<ul style="list-style-type: none"> Only 50% of KS1 pupils and 65% of KS2 pupils participated in inter-school competitions. Some schools in the federation were reluctant to participate due to subscription models (e.g. SSC). More structured planning and formats are needed to ensure all pupils have access to competitive opportunities.

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*

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Increase staff confidence and competence in delivering high-quality PE.	To ensure all children receive two hours of high-quality PE each week, delivered by confident and well-trained staff.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed.	<ul style="list-style-type: none"> • Staff confidence surveys • Pupil attainment data • Lesson observation reviews • Pupil voice feedback • CPD records and Complete PE usage
Improve physical activity levels across all pupils.	To ensure all pupils are active for at least 60 minutes a day, 5 days a week, supporting their physical and mental wellbeing.	Increasing engagement of all pupils in regular physical activity and sporting activities.	<ul style="list-style-type: none"> • Physical activity trackers • Extra-curricular participation data • Lunchtime activity logs • Complete PE physical activity assessments • Youth voice surveys
Raise the profile of PE and sport across the school.	To embed PE and sport into the wider school culture, promoting positive behaviour, wellbeing, and whole-school improvement.	Raising the profile of PE and sport across the school, to support whole school improvement.	<ul style="list-style-type: none"> • Assembly records and newsletters • Pupil leadership initiatives • Parent engagement activities • Pupil voice and wellbeing surveys
Broaden and equalise access to sports and physical activities.	To ensure all pupils, including girls, SEND, and disadvantaged groups, have equal opportunities to participate and enjoy a diverse range of activities.	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.	<ul style="list-style-type: none"> • Club registers and participation data • Equipment audits and usage logs • SEND and pupil premium tracking • Staff feedback and planning records
Increase participation in competitive sport.	To provide all pupils with opportunities to experience competition, build resilience, and celebrate achievement.	Increasing participation in competitive sport, building resilience in pupils	<ul style="list-style-type: none"> • Competition calendars and formats • Participation registers • Sports day records • Federation event logs • Pupil feedback on competitive experiences

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: Ensure all teaching staff are confident and skilled in delivering the full PE curriculum.



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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)	Ensure all teaching staff are confident and skilled in delivering the full PE curriculum.	Provide bespoke CPD, a access to Complete PE resources, lesson observations, and peer support.	100% of staff confident in teaching all areas of PE; all PE lessons rated high quality; improved pupil attainment.	Staff confidence surveys, lesson observation feedback, CPD logs, pupil attainment data, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Ensure all pupils are active for at least 60 minutes a day, 5 days a week.



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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)	Ensure all pupils are active for at least 60 minutes a day, 5 days a week.	Enhance lunchtime provision, expand extra-curricular clubs, promote active travel, monitor activity levels using Complete PE.	Increased engagement from inactive groups (girls, SEND); 100% of pupils meeting activity targets.	Physical activity trackers, club registers, lunchtime activity logs, pupil surveys, Complete PE assessments.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Embed PE and sport into the wider school culture to promote wellbeing and whole-



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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)	Embed PE and sport into the wider school culture to promote wellbeing and whole-school improvement.	Celebrate achievements in assemblies/newsletters, promote pupil leadership, involve parents in events, and integrate PE into school communications.	Improved pupil attitudes; stronger home-school links; PE seen as a driver of whole-school improvement.	Assembly records, newsletters, pupil voice surveys, parent feedback, leadership logs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Provide a diverse and inclusive PE offer that meets the needs of all pupils.



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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)	Provide a diverse and inclusive PE offer that meets the needs of all pupils.	Offer a range of clubs and activities, tailor provision for SEND and disadvantaged pupils, purchase inclusive equipment, and address barriers to participation.	Increased participation and enjoyment across all groups; equitable access to physical activity.	Club registers, SEND and PP tracking, equipment audits, staff feedback, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Ensure all pupils experience competition in school and beyond.



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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)	Ensure all pupils experience competition in school and beyond.	Organise intra- and inter-school competitions, collaborate with federation schools, tailor formats to pupil needs, and embed competition into curriculum.	100% of pupils involved in at least one competitive event; improved confidence and resilience.	Competition calendars, participation registers, sports day records, federation event logs, pupil feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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