

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

Commissioned by



Department
for Education

Created by



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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

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. N/A	Add text here	Add text here
2. N/A	Add text here	Add text here
3. N/A	Add text here	Add text here

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?
Engagement with a variety of sporting events arranged by the NEHSSP	Pupils engaged positively with a wide variety of sporting events organised through the NEHSSP. These opportunities enabled children to experience sports and activities that they may not otherwise have had access to, while developing their confidence, teamwork, resilience and understanding of competition. Participation was particularly valuable for pupils who do not regularly take part in organised sport outside of school. The events also provided opportunities for pupils to represent the school, celebrate their achievements and develop a positive attitude towards physical activity.	Cost of transport. Some events called off due to the extreme heat.
To provide more opportunities for children to attend after school clubs	We increased the range and availability of after-school sporting clubs, providing more pupils with opportunities to participate in regular physical activity beyond the school day. Clubs supported pupils in developing their skills, confidence, teamwork and enjoyment of sport, while also encouraging children who may not otherwise participate in organised physical activity outside school to become more active. Attendance and engagement were positive, with pupils particularly enjoying the opportunity to try different sports and activities.	Staff workload increased. More were on offer but not all well attended.

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?
To provide more structured lunchtime clubs for pupils	We introduced more structured lunchtime sporting activities, giving pupils the opportunity to participate in organised games and physical activities during their lunch break. This helped to increase levels of physical activity, particularly for pupils who may be less active during unstructured play. The clubs also supported the development of teamwork, cooperation, resilience and positive social interactions, contributing to a more active and purposeful lunchtime experience.	Space limited on playground. Increase in first aid incidents.
To increase the subject knowledge/confidence of support staff when covering PE	Support staff developed greater confidence and subject knowledge when supporting and covering PE lessons. Staff were able to use lesson plans and appropriate resources more effectively, provide clearer guidance to pupils and support the development of key sporting skills. This helped to ensure greater consistency in the quality of PE provision and enabled pupils to remain engaged and active during lessons.	

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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?
To ensure OAA units of teaching are carried out. To increase the amount of cross curricular links to PE across the curriculum.	OAA (Outdoor Adventurous Activities) units were successfully delivered, providing pupils with opportunities to develop problem-solving, communication, teamwork and resilience skills through physical activity. We also increased opportunities for PE to be linked with other areas of the curriculum, helping pupils to apply their learning in different contexts. For example, pupils used map-reading, orienteering, measuring, geographical skills and teamwork during outdoor activities. This provided a broader and more purposeful approach to PE and helped pupils recognise how physical activity can support learning across the curriculum.	Impact on wider curriculum
To improve our SEN offer within PE by providing sensory activities	We developed our SEN provision within PE by introducing a wider range of sensory and adapted physical activities. These activities provided pupils with additional opportunities to engage in physical activity in a way that met their individual sensory and physical needs. Staff became more confident in adapting activities and equipment, enabling pupils with SEND to participate more fully alongside their peers. This helped to build confidence, enjoyment and engagement in PE and supported our wider commitment to an inclusive approach to physical education.	

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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. Further CPD opportunities when working alongside Royston Town Football club when participating in a variety of sporting events on offer (key area 1, 4 and 5) Use this to set up a Girls Football club. Additional CPD was given on using the assessment section of the scheme, which staff now use at the end of each unit. Premier Education Sports Coaches to provide CPD to lunchtime staff to raise confidence and skills level in facilitating sporting activities at lunch time	The foundations of a continuing relationship has been fostered with Royston Town Football Club. Complete PE is now the principal source of PE assessment. All staff, including new starters have received training on the scheme. Premier Sports to provide lunch time weekly club on the playground to model a variety of sports and promote active engagement.	Challenges establishing the Girls' Football Club - Low initial pupil interest made setting up the team challenging. Variable confidence among lunchtime staff - Despite receiving CPD, some lunchtime supervisors may still have lacked the confidence or experience to independently lead engaging, inclusive sporting activities, requiring further support and follow-up training.

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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?
2. To ensure all children continue to participate in at least 2 hours a week of high-quality PE, ensuring new teachers feel confident and equipped in using Complete PE scheme.	Sports specialist come in 2 days a week to teach children and mentor teachers. PE subject lead arranged for outside agencies to come to support teacher's profession development. All teachers are following Complete PE using the planning, assessment and resources available. PE Lead audited and replenished resources and equipment at the beginning of the academic year. PE Lead gained staff voice regarding their confidence when teaching PE – staff continue to develop their CPD and subject knowledge. Staff also reflect positively about teaching PE.	New staff lacked confidence with the Complete PE scheme – Some teachers required additional training and support before feeling confident delivering high-quality PE lessons. Limited time for monitoring and support – There have not been enough opportunities to observe lessons, provide feedback, or offer follow-up coaching to ensure the Complete PE scheme was being used effectively.

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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?
2. To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. This will include focusing on in school opportunities and monitoring external physical activity.	We continue to offer a wide variety of lunch and after school clubs lead by staff and outside agencies. • Cheerleading • Speed Stacking • Football • Forest School • Dance • Hula Hooping Play equipment has been increased to include, footballs, basketballs, basketball nets and building blocks. Sports specialist leads physical activity during lunch time. Sports leaders support younger EYFS and KS1 children during lunchtimes by helping them develop their play. Daily Mile is completed by KS1	Difficulty monitoring physical activity outside school - Reliance on parent or pupil reporting may have made it challenging to accurately track pupils' activity levels beyond the school day. Uneven pupil engagement - Not all pupils have taken part in additional physical activity opportunities due to varying interests, motivation, or personal circumstances. Barriers outside school - Some pupils have had limited access to clubs, safe outdoor spaces, transport, or family support, making it more difficult to achieve the recommended 60 minutes of daily activity consistently

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?
2. PE Lead arranged visit by Sean Rose a well-known Paralympian. The whole school completed exercise sessions with him and had opportunities to ask questions about his life and barriers that he may have overcome in sport.	PE Lead arranged visit by Sean Rose a well-known Paralympian. The whole school completed exercise sessions with him and had opportunities to ask questions about his life and barriers that he may have overcome in sport.	

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.To inspire pupils further through inviting a Paralympian in to run a sporting event for the whole school. Raise profile of team sports by having sports kit for inter school competitions	PE Lead arranged visit by Sean Rose a well-known Paralympian. The whole school completed exercise sessions with him and had opportunities to ask questions about his life and barriers that he may have overcome in sport. Sports kits were purchased for the KS2 children when playing team games and representing the school.	

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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?
4. Continue to develop forest school provision to further enhance the wider curriculum to provide CPD to teachers and TAs around outdoor adventurous activities and raise profile. Continue to provide forest school club for free for families and increase resources.	Further develop our school bank of resources. Each class to participate in an afternoon of forest school activities each half term, inclusive of Nursery. 100 % of classes have attended the forest school. Forest school fun club to take place as an extracurricular activity week.	Poor weather and timetable pressures limited the number of outdoor sessions delivered. Staff availability and new staff meant not all teachers and TAs could access CPD.

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?
5. Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools.	All children had the opportunity to participate in the Rudolph run and the mini-marathon. House competitions have been encouraged at the end of each new unit of learning so that the children can consolidate their skills.	Timetabling and staffing constraints reduced the number of intra-school competitions that could take place. Some pupils were unable to access all competitions due to confidence, attendance.

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. N/A	Add text here	Add text here
2. N/A	Add text here	Add text here
3. N/A	Add text here	Add text here

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: Raise the profile of physical activity



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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)	Raise the profile of physical activity Increasing engagement of all pupils in regular physical activity and sporting activities	National Fitness Day Teaching and implementation of Get Set PE High quality extra-curricular offer. Local sporting events	Increased participation in PE, clubs and active play across all pupil groups. Improved fitness and wellbeing , with more pupils meeting daily activity recommendations. Greater confidence and enjoyment in physical activity, promoting resilience and teamwork. An embedded active culture , with physical activity integrated throughout the school day.	Pupil Voice Parent Voice Teacher voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Movement Breaks consistently completed across KS1 KS2 attending local sporting events.	Sustainable as long as pre- planning is done collaboratively with local schools and PE Lead to ensure that timetabling is clear to all staff. Possible limitations due to transportation costs.	•Club and competition participation registers. •Pupil voice showing increased enjoyment and confidence. •Increased engagement from targeted pupil groups. •Observations of active playtimes and lessons. •Staff CPD and confidence. •School Games and internal competition participation. •Photos, newsletters and celebration displays.	

Your objective: Improve pupil's enjoyment and engagement in P.E. and physical activity with a view to the awareness and understanding of the CMO recommendation of 60 active minutes a day



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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)	Improve pupil's enjoyment and engagement in P.E. and physical activity with a view to the awareness and understanding of the CMO recommendation of 60 active minutes a day	National Fitness Day Teaching and implementation of Get Set 4 PE High quality extra-curricular offer Walk, cycle, scoot to school initiatives. Local sporting events	Children with a raised awareness of the importance of physical activity. Children who are more physically active. A higher number of children signing up for extra-curricular clubs	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- Increased pupil enjoyment and engagement in PE and physical activity. - Greater awareness of the recommendation for 60 active minutes each day. - More pupils achieving 60 active minutes through school and home activities. - Improved confidence and motivation to lead active, healthy lifestyles.	Physical activity is embedded into the daily school routine through active lessons, playtimes and extra-curricular opportunities. Pupils develop lifelong habits by understanding and valuing the importance of 60 active minutes each day. Staff confidence and consistency ensure physical activity is promoted across the curriculum year after year. Regular monitoring and pupil voice inform ongoing improvements, ensuring provision continues to meet pupils' needs.	Pupil voice surveys showing increased enjoyment and awareness of the 60 active minutes message. Club registers and participation data. Active playtime and lesson observations. Curriculum plans and displays promoting active lifestyles. Staff CPD records and planning showing active learning. School newsletters, photos and celebration of participation. Monitoring data showing sustained participation over time.	£1500

Your objective: Monitor and evaluate the effectiveness of lunchtime and after-school clubs.



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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)	Monitor and evaluate the effectiveness of lunchtime and after-school clubs.	Pupil voice on what clubs have been attended and what clubs they would like to attend. Evaluate resources RTFC – lunchtime clubs	More children keen to access the provision and join the clubs.	Friday lunchtime club is extremely popular with the KS1 children. Variety of skills are being developed – passing, shooting, dribbling, defending, attacking, teamwork, strategy.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- Increased participation in lunchtime clubs across all pupil groups. - Greater pupil engagement through activities that reflect pupil voice and interests. - Improved physical activity levels during lunchtime, leading to more active and purposeful play. - Resources are better matched to pupils' needs, resulting in higher uptake and sustained participation.	Pupil voice informs future club provision, ensuring activities remain relevant and well attended. Resources are regularly reviewed and used effectively to meet pupils' needs over time. Lunchtime clubs become an established part of the school offer, encouraging sustained participation in physical activity. Participation data is monitored annually to adapt provision and maintain high levels of engagement	Pupil voice surveys showing club attendance and preferences for future provision. Registers from lunchtime clubs showing participation trends. Observation records of engagement and activity levels at lunchtimes.. Uptake data showing changes over time (including new or adapted clubs). Photos or school newsletters showcasing lunchtime activities. Feedback from staff and external providers.	£3178

Your objective: Provide high quality CPD for teachers and TA's to improve teaching in areas where they are less confident



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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 high quality CPD for teachers and TA's to improve teaching in areas where they are less confident Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD	Assess teacher and TA confidence across the PE curriculum areas Monitoring schedule shared with teachers.	Teachers and TA's with improved levels of confidence and skills in teaching PE Children assessed at ARE to improve across year groups and further improve year on year due to improved skills being taught	CPD records showing attendance, content and frequency of PE training for teachers and TAs. Pre- and post-CPD staff confidence surveys or evaluations. Staff feedback demonstrating increased knowledge and confidence. Evidence of team teaching or coaching support leading to improved practice. Pupil outcomes (e.g. engagement, skill development, participation) improving over time.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	•Improved teaching quality in PE, with more consistent and effective lesson delivery across the school. •Increased staff confidence and competence in planning and delivering a wide range of physical activities. •Better pupil engagement and progress in PE lessons due to higher-quality teaching and support. •More inclusive and active lessons, ensuring all pupils are appropriately challenged and supported.	•Embedded CPD culture: Regular PE-focused CPD ensures staff continue to develop skills over time rather than relying on one-off training. •Increased staff capacity: As teachers and TAs become more confident, they can deliver high-quality PE independently without external support. •Shared good practice: Planning resources, schemes of work and coaching are shared across staff, ensuring consistency even when staffing changes. •Ongoing monitoring and support: Lesson observations, feedback and coaching cycles maintain standards and identify future training needs.	•CPD attendance records, training logs and course content. •Staff confidence surveys before and after CPD. •PE lesson observation feedback showing improved teaching quality. •Updated PE planning, schemes of work and resources. •Pupil engagement and attainment data in PE over time. •Staff reflections and feedback on CPD impact.	£4000

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