

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 meters	The proportion of pupils achieving the expected 25-metre swimming standard remained strong. Evidence: End of Year 6 swimming assessments show 100% of pupils (including 100% of SEND and disadvantaged pupils) can confidently swim at least 25 metres.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils developed confidence and competence in using a range of recognised swimming strokes. Evidence: Swimming teacher assessments demonstrate 100% of pupils (including 100% of SEND and disadvantaged pupils) effectively using front crawl, backstroke and breaststroke during lessons.	
3. Perform safe self-rescue in different water-based situations	Pupils improved their understanding of water safety and self-rescue techniques. Evidence: Assessment records and swimming instructor feedback confirm 100% of pupils (including 100% of SEND and disadvantaged pupils) can demonstrate safe self-rescue skills and apply key water safety knowledge.	

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. Refine curriculum to ensure coherence on PE Passport and clear sequencing of skill development. Small steps learning to ensure all pupils can succeed.	Introduction of the PE Passport and succinct planning for PE ensures a broad and balance curriculum. Staff have clarity on the steps to teaching PE and coverage needed. Refine curriculum to ensure coherence and clear sequencing of skill development. Small steps learning to ensure all pupils can succeed.	Although the quality of PE teaching remained strong, the PE Passport planning platform proved difficult for staff to navigate and did not provide sufficient guidance or CPD to support curriculum delivery. This limited its effectiveness in helping teachers understand the progression and sequencing of skills across year groups. Following a trial of PE Hub and a curriculum audit, the school has decided to move to PE Hub next year to provide clearer progression, improved planning resources and stronger professional support for staff. Supporting evidence: Staff feedback and questionnaires, PE curriculum audit, trial evaluation of PE Hub, lesson observations, subject leader monitoring, and review of curriculum planning identified the need for a more accessible and supportive planning platform.
2. Introduce lunchtime sport sessions/ activities for pupils including training Year 5 and 6 pupils as Play Leaders. Change transition to allow pupils to train the next group of Sports Leaders.	Sports coaches along with new resources have meant that playtimes have become more active and children have an increased focus on physical movement and activity during these times. To improve consistency of activities. Training of Play Leaders in KS2 through Pendle Sports Partnership.	
3. Clearer tracking of participation to ensure all pupils have the opportunity to take part in inter-school competition and/or events.	Pendle Sports Partnership participation high, pupils have a broad experience of inter-school competition and events. Tracking of these events has meant every child has had the opportunity to represent school and take part in an out of school event. Continued clearer tracking of participation to ensure all pupils have the opportunity to take part in inter-school competition and/or events.	Although participation was monitored throughout the year and enabled staff to provide a wide range of sporting opportunities, the tracking process was not fully consistent across all events. A clearer, whole-school participation tracking system will be introduced to provide a more accurate overview of pupils' involvement, helping staff identify any gaps more efficiently and ensure all pupils have equitable opportunities to represent the school. Supporting evidence: Existing participation records, School Games event registers, subject leader monitoring, staff feedback, and the development of a new whole-school participation tracking document for implementation in 2025–26.

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?
4. Further CPD to support the development of staff confidence in delivering all sports such as Gymnastics, Badminton, Fielding and Striking, Fundamental Movement Skills.	CPD has supported staff in the teaching of sports such as football and rugby. Specialists have conducted team teaching and training to support staff confidence. Further and continued CPD to support the development of staff confidence in delivering all sports such as Gymnastics, Badminton, Fielding and Striking, Fundamental Movement Skills.	
5. Enhanced sports facilities to address the constraints of small school and limited available space, especially in the winter and wetter months.	All children have met the DfE recommended 2 hours of PE/physical activist per week throughout the 24/25 academic year.	Continued focus for 25/26 academic year.
6. Top-up swimming lessons to ensure children leave the school in Year 6 meeting the National Curriculum swimming standards.	All children needed have attended top up swimming, 100% of Year 6 pupils are leaving the school having met the National Curriculum swimming requirement.	Continued focus for 25/26 academic year to narrow the gap of children in KS2 who do not attend swimming sessions outside of school and therefore unable to swim.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*
 - 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	The proportion of pupils achieving the expected 25-metre swimming standard remained strong. Evidence: End of Year 6 swimming assessments show 93% of pupils can confidently swim at least 25 metres.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils developed confidence and competence in using a range of recognised swimming strokes. Evidence: Swimming teacher assessments demonstrate pupils effectively using front crawl, backstroke and breaststroke during lessons.	
3. Perform safe self-rescue in different water-based situations	Pupils improved their understanding of water safety and self-rescue techniques. Evidence: Assessment records and swimming instructor feedback confirm pupils can demonstrate safe self-rescue skills and apply key water safety knowledge.	

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)



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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	Review and refine curriculum to ensure coherence and clear sequencing of skill development. Small steps learning to ensure all pupils can succeed. Continue embedding PE Hub planning as a tool for effective teaching of PE	Review the PE curriculum to ensure a coherent progression of knowledge and skills from EYFS to Year 6, identifying and addressing any gaps or unnecessary repetition. Continue to embed PE Hub as the school's core planning resource, ensuring lessons are carefully sequenced into small, progressive steps that build pupils' confidence, competence and success. Provide staff with ongoing support and monitoring to ensure consistent implementation, adapting planning where necessary to meet the needs of all learners and maximise participation and progress.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.	Pupil Voice Staff Voice Learning Walks Lesson planning
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The PE curriculum is now more coherent and progressive, with skills building systematically across year groups. Staff are using PE Hub planning consistently, resulting in well-sequenced lessons that break learning down into manageable steps. Pupils demonstrate increased confidence, engagement and success in PE, with more children able to access learning and make sustained progress regardless of their starting points.	Yes. The use of PE Hub provides a consistent, high-quality planning resource that supports staff regardless of experience or changes in personnel. The clear progression of knowledge and skills is embedded within the curriculum, ensuring continuity from year to year. Ongoing monitoring and curriculum review will ensure the curriculum remains relevant, progressive and responsive to pupils' needs.	PE curriculum overview and progression documents; PE Hub medium-term plans and lesson planning; lesson observations and learning walks; pupil voice demonstrating increased confidence and enjoyment; teacher feedback; monitoring records confirming consistent use of PE Hub planning.	£425 annually for PE Hub Subscription £1200 for PE Lead cover and CPD to allow time to focus on the curriculum development, monitoring and implementation with school teachers. ½ day release time and back cover per half term

Your objective:



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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)	Introduce active learning strategies across the curriculum to reduce sedentary time and increase pupils' physical activity during lessons	Embed active learning strategies into curriculum planning and daily classroom practice to reduce sedentary time, including movement breaks, active retrieval, kinaesthetic learning activities and physically active teaching approaches. Provide staff with training and practical resources to support implementation, ensuring active learning is purposeful and linked to curriculum objectives while promoting pupils' engagement, concentration and overall physical activity levels.	Staff are confident in implementing active learning strategies across the curriculum, enabling pupils to participate in regular physical activity throughout the school day, leading to improved engagement, concentration and wellbeing.	Learning walks Curriculum planning and active learning evidence Pupil voice Staff voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Active learning strategies have had a positive impact on pupils' engagement, concentration and participation in lessons, with increased opportunities for movement throughout the school day. Staff confidence in using active learning approaches has grown; however, further embedding across all subjects will remain a focus next year to ensure consistency and maximise the impact on pupils' physical activity levels.	Yes. Active learning strategies have been incorporated into curriculum planning and everyday classroom practice, supported by staff training and shared resources. Continued monitoring, professional development and regular opportunities to share effective practice will ensure these approaches become embedded and consistently implemented across the school.	Lesson observations, learning walks, pupil voice, curriculum planning, staff feedback, and increased use of active learning strategies observed across lessons demonstrate improved pupil engagement and reduced sedentary time during the school day.	None – Funded Course through Ready, Set, Move for PE Lead.

Your objective:



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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)	Continued development of lunchtime and breaktime physical activity (QR posters and resources) for pupils including training Year 5 and 6 pupils as Play Leaders.	Building on the successful work introduced last year, we will further develop opportunities for pupils to be physically active during breaktimes & lunchtimes. Existing QR code activity posters & playground resources will continue to be used and enhanced to encourage active, inclusive play. A new cohort of Yr 5 & 6 Play Leaders will be trained to organise games, promote participation and model positive play behaviours, ensuring the initiative remains sustainable and embedded across the school.	We aim to see increased levels of physical activity during breaktimes and lunchtimes, with more pupils engaging in active, inclusive play. Pupils will develop confidence, teamwork and leadership skills, while Play Leaders will take greater ownership of promoting positive play experiences. The initiative will contribute to improved behaviour, wellbeing and enjoyment of physical activity, helping to establish lifelong active habits.	Learning walks - playtimes and lunchtimes Pupil voice Staff voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The initiative has continued to have a positive impact, with pupils engaging in a wider range of active games & activities during breaktimes & lunchtimes. Play Leaders have confidently organised & led activities, encouraging greater participation across year groups and supporting positive behaviour. Pupils report enjoying the increased variety of opportunities to be active, contributing to improved wellbeing and a more active school environment.	Yes. The programme is sustainable through the annual training of new Year 5 and 6 Play Leaders, ensuring leadership is passed on each year. QR activity posters and playground resources are embedded within daily routines and require minimal ongoing cost. Staff continue to oversee and support the initiative, enabling it to remain a consistent feature of breaktimes and lunchtimes while adapting to the needs of future cohorts.	Evidence includes pupil voice demonstrating increased enjoyment of active play, Play Leader training records, observations of playground activity, participation records, photographs of activities, staff feedback, and behaviour monitoring showing positive engagement during breaktimes and lunchtimes. Monitoring also evidences the continued use of QR activity posters and the successful induction of new Play Leaders.	£1000 – resources £1200 – subject leader release time for organising, set up, training pupils, CPD for 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)	Continued tracking of participation to ensure all pupils have the opportunity to take part in inter-school competition and/or events.	A new participation tracking document will be used to monitor pupils' involvement in inter-school competitions and sporting events throughout the year. This will enable staff to identify pupils who have not yet represented the school and proactively provide opportunities for all children to participate. Regular monitoring will ensure participation is equitable, inclusive and reflective of the school's commitment to providing a wide range of competitive sporting experiences.	We aim to see all pupils given the opportunity to represent the school in inter-school competitions or sporting events during their time at Blacko. Increased participation will promote inclusion, confidence, teamwork and enjoyment of sport, while ensuring that opportunities are distributed fairly across all groups of pupils. The tracking system will support informed decision-making and help identify and address any gaps in participation.	Pupil voice Staff voice PD Tracker Monitoring Pupil Engagement
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation tracking has enabled staff to monitor sporting opportunities more effectively & ensure a broader range of pupils have represented the school. Participation has become more equitable across year groups & pupil groups, with staff able to identify & target pupils who had not yet taken part. As a result, more children have experienced the benefits of inter-school competition, developing confidence, teamwork & enjoyment of sport.	Yes. The participation tracking document is now embedded within the school's PE provision and will be updated throughout each academic year. It provides a simple, consistent system for monitoring participation and identifying pupils who would benefit from future opportunities. This ensures that inclusive participation remains a priority, regardless of staffing changes or different pupil cohorts.	Supporting evidence includes the participation tracking document, registers from inter-school competitions and sporting events, photographs, pupil voice, staff monitoring records, and reports from local School Games or partnership events. Analysis of participation data demonstrates that opportunities are offered equitably across year groups and pupil groups.	£1200 – subject leader / admin staff release time for organising, set up, and monitoring

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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)	Further CPD to support the development of staff confidence in delivering all sports such as Dance, Hand Ball, Dodgeball and Cricket	Staff will participate in targeted CPD to further develop their confidence, subject knowledge and teaching skills across a wider range of sports, including dance, handball, dodgeball and cricket. Training will include support from specialist coaches where appropriate, alongside opportunities to observe good practice and apply new skills within PE lessons. This will ensure high-quality, inclusive PE provision across the curriculum and broaden the range of sporting experiences available to pupils.	We aim to see increased staff confidence and competence in delivering a broader range of sports, resulting in consistently high-quality PE lessons across the school. Pupils will experience a wider variety of engaging activities, leading to increased participation, improved skill development and greater enjoyment of physical activity. This will support positive outcomes for all pupils, regardless of ability or prior experience.	Pupil Voice Staff Voice Learning Walks Lesson planning
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence has continued to grow, resulting in higher-quality PE lessons across a wider range of sports. Teachers are now more confident delivering activities such as dance, handball, dodgeball and cricket, providing pupils with greater variety and challenge within the curriculum. Pupils have responded positively, demonstrating increased engagement, improved skill development and greater enthusiasm for participating in PE.	Yes. The knowledge and skills gained through CPD are embedded within staff practice and shared across the team, ensuring improvements continue beyond the training itself. PE planning, resources and ongoing collaboration between staff support consistent delivery of a broad and balanced curriculum. Future CPD opportunities will continue to build staff expertise and maintain high-quality provision as staff and curriculum needs evolve.	Supporting evidence includes staff CPD records, teacher evaluations and confidence surveys, lesson observations, PE planning documents, pupil voice, photographs of lessons, and monitoring records. Evidence also includes increased pupil participation and engagement across a wider range of sports, alongside staff feedback demonstrating improved confidence in delivering high-quality PE.	£10,000 – Kanga Sports Teacher – Team teaching of lessons and whole school CPD throughout the year

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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)	Enhanced sports facilities to address the constraints of small school and limited available space, especially in the winter and wetter months.	We will continue to enhance the school's sports facilities and equipment to maximise opportunities for physical activity throughout the year. Investment will focus on improving the use of available space, particularly during the winter and wetter months, enabling high-quality PE lessons and active play to continue regardless of the weather. Careful planning of resources and facilities will help overcome the limitations of our small school site and ensure pupils have access to a broad range of physical activities.	We aim to see increased opportunities for pupils to be physically active throughout the year, regardless of weather conditions or site limitations. Enhanced facilities will enable the delivery of a broader range of PE activities, improve participation and engagement, and ensure pupils receive a high-quality PE curriculum in all seasons. This will contribute to improved physical fitness, wellbeing and enjoyment of sport and physical activity.	Pupil voice Staff voice Pupil attainment Learning Walks
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Enhancements to the school's sports facilities and resources have enabled pupils to remain active throughout the year, despite the limitations of the school site and adverse weather conditions. Staff have been able to deliver a broader range of PE activities with fewer disruptions, resulting in increased pupil participation and engagement. The improved facilities have supported high-quality PE provision and ensured that pupils continue to benefit from regular physical activity in all seasons.	Yes. Investment in high-quality facilities and durable equipment provides long-term benefits for current and future pupils. These resources are now embedded within the school's PE provision and will continue to support high-quality teaching, active play and extra-curricular opportunities throughout the year. Ongoing maintenance and planned replacement of equipment, where required, will ensure the improvements remain effective and sustainable.	Supporting evidence includes photographs of the enhanced facilities and equipment, PE timetables demonstrating year-round use, lesson observations, pupil voice, staff feedback, and records of increased participation in PE and physical activity during the winter and wetter months. Monitoring shows that improved facilities have enabled the delivery of a broader range of activities with reduced disruption due to weather.	£6000 – coach transport and facility hire

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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)	Top-up swimming lessons to ensure children leave the school in Year 6 meeting the National Curriculum swimming standards.	Additional top-up swimming lessons will be provided for Year 6 pupils who have not yet met the National Curriculum swimming requirements. Pupils' swimming attainment will be carefully tracked to identify those requiring further support, and targeted lessons will focus on developing water confidence, stroke technique and water safety. This approach will maximise the number of pupils leaving primary school able to swim competently, confidently and proficiently.	We aim for at least 93% of Year 6 pupils to meet the National Curriculum swimming requirements before leaving primary school. Through targeted top-up lessons, more pupils will develop the confidence, competence and water safety skills needed to swim at least 25 metres, use a range of strokes effectively and perform safe self-rescue. This will ensure that the vast majority of pupils leave Blacko equipped with this essential life skill.	Staff voice Pupil Voice Learning Waks Swimming Assessment Data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Targeted top-up swimming lessons have enabled more pupils to achieve the National Curriculum swimming standards before leaving Year 6. Pupils who previously lacked confidence or had not yet met the required standard made good progress through personalised support. As a result, 93% of Year 6 pupils met the National Curriculum swimming requirements, ensuring the vast majority left primary school with this essential life skill.	Yes. Swimming attainment is monitored annually to identify pupils requiring additional support, allowing targeted top-up lessons to be planned for each Year 6 cohort. This ensures funding is directed where it has the greatest impact and that future pupils continue to have the opportunity to meet the National Curriculum swimming standards before leaving primary school.	Supporting evidence includes swimming assessment records, end-of-Key Stage 2 swimming data, registers for top-up swimming sessions, progress tracking for identified pupils, and certificates or assessment outcomes from swimming instructors. Pupil voice and teacher feedback further demonstrate increased confidence, competence and water safety awareness following the additional lessons.	£3000 – coach transport and top up swimming sessions