

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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 metre	20/24 children in Y6 achieved 25m+ Children who did not meet 25m+ from 24/25 achieved this time round with current Y5s.	4 children did not meet 25m+ Progress was still made*
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% could use a range of strokes	
3. Perform safe self-rescue in different water-based situations	100% could perform self rescue	

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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) – Extracurricular



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To provide a wide range of high-quality extra-curricular sports clubs for Reception to Year 6 pupils, ensuring all children have equal access regardless of financial circumstances, including pupils with SEND and disadvantaged pupils. To increase participation in physical activity, develop confidence, improve physical literacy and promote healthy lifestyles.	Use Sports Premium funding to subsidise or fully fund before- and after-school sports clubs delivered by qualified coaches and school staff. Offer a varied programme (e.g. football, gymnastics, dance, multi-skills, athletics, cricket and inclusive sports) across the year. Ensure clubs are accessible to all pupils by removing financial barriers and adapting activities to meet the needs of SEND pupils. Target invitations to disadvantaged pupils where appropriate while maintaining open access for all.	Increased participation in extra-curricular physical activity across all year groups. Improved inclusion of disadvantaged and SEND pupils. Greater enjoyment, confidence and engagement in PE and sport. Increased opportunities for children who would otherwise be unable to access clubs outside school due to financial or transport barriers. Development of lifelong healthy habits and improved physical wellbeing.	Registers showing increased participation. Club attendance data. Pupil voice surveys. SEND and disadvantaged participation records. Parent feedback. Staff observations. Links to School Games participation where appropriate.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Consistently high attendance at clubs from Reception to Year 6. Increased participation. Positive pupil feedback demonstrating greater confidence, enjoyment and willingness to be physically active. Improved social skills, teamwork and resilience. More pupils representing the school in competitions and engaging in wider sporting opportunities.	Continue to allocate Sports Premium funding to reduce or remove financial barriers. Build staff confidence by working alongside specialist coaches to increase sustainability. Review participation data annually to ensure provision continues to meet the needs of all pupils. Maintain a broad and inclusive club offer that reflects pupil voice and interests.	Club registers and attendance analysis. Participation data by year group, SEND and disadvantaged pupils. Pupil and parent questionnaires. School Games records. PE lead monitoring reports	£8,490 Key Indicator 1: The engagement of all pupils in regular physical activity. Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5: Increased participation in competitive sport (through increased club participation leading to competitions where appropriate).

Your objective: External Coaching



association for
PHYSICAL EDUCATION



	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 enhance the PE curriculum by employing specialist external coaches to deliver high-quality, inclusive experiences that pupils may not otherwise access outside of school. To broaden children's sporting and cultural experiences from Reception to Year 6, inspiring them to discover new interests, talents and potential pathways for future participation. Ensure all pupils can access these opportunities.	Use Sports Premium funding to employ experienced external coaches and providers to deliver a range of specialist activities throughout the year. These include outdoor and adventurous activities, religious and cultural dance workshops, and a variety of sports and physical activities beyond the standard PE curriculum. Sessions are adapted to meet the needs of all learners, ensuring every child can participate and achieve success. Teachers work alongside coaches to develop their own confidence and knowledge.	Pupils experience a wider range of activities, increasing enthusiasm, confidence and engagement in physical activity. Children develop new skills and discover activities they may wish to pursue beyond school. Increased awareness of different cultures through movement and dance, alongside improved teamwork, resilience, communication and problem-solving through outdoor and adventurous learning. Greater inclusion and participation for all.	Record of coaching sessions. Pupil voice demonstrating enjoyment and aspiration. Photographs and videos of activities. Teacher observations. Participation records. Evidence of curriculum enrichment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have enthusiastically participated in a broader range of physical activities than previously available. Many children have expressed interest in continuing activities outside of school, demonstrating increased aspiration and motivation. Staff report increased confidence in delivering new activities after working alongside specialist coaches. All pupils had access, strengthening inclusion across the school.	Continue to use specialist coaches to introduce new activities while developing staff expertise. Resources and lesson ideas from external providers can be incorporated into future PE lessons, allowing teachers to sustain aspects of the provision independently. Annual review of pupil voice and participation data will ensure the programme continues to meet pupils' interests and needs.	Pupil voice questionnaires. Teacher feedback. Photographic evidence. Lesson observations. Staff evaluations. Records of participation and engagement, including SEND and disadvantaged pupils.	£2,096.73 Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement. Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport through working alongside specialist coaches. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 1: The engagement of all pupils in regular physical activity through high-quality, inclusive experiences.

Your objective: Membership and Subscription Fees



association for
PHYSICAL EDUCATION



	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 enhance the quality of PE, school sport and physical activity through membership of professional organisations and high-quality curriculum resources. To provide pupils with a wider range of sporting opportunities, leadership experiences and competitions, while increasing staff confidence and ensuring consistently high-quality PE provision for all pupils, including SEND and disadvantaged children.	Maintain membership of The Bolsover District Active Schools Network to access a broad programme of competitions, festivals, leadership opportunities, wellbeing initiatives and CPD. Pupils benefit from whole-school events, inter-school competitions, wellbeing sessions and Mini Leader training. Continue subscription to Get Set 4 PE , providing teachers with a progressive, well-sequenced PE curriculum, lesson plans, assessment tools and resources to support high-quality teaching across Nursery to Year 6.	Pupils access a wider range of sporting and wellbeing opportunities than would otherwise be available. Increased participation in festivals and competitions develops confidence, teamwork and resilience. Mini Leaders develop leadership, communication and organisational skills while supporting active play and school events. Wellbeing sessions promote positive mental health and physical wellbeing. Staff feel more confident delivering PE through the Get Set 4 PE scheme, resulting in consistently high-quality lessons, improved pupil engagement and progressive skill development across the school.	Membership records. Competition and festival participation records. Mini Leader training certificates. Photographs of events and activities. Get Set 4 PE planning. Staff questionnaires demonstrating increased confidence. Pupil voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased opportunities for pupils to participate in competitions, festivals and enrichment activities throughout the year. Pupils have developed leadership skills through the Mini Leader programme and have benefited from wellbeing sessions that support both physical and mental health. Teachers report increased confidence and reduced planning workload through the use of Get Set 4 PE, allowing them to focus on delivering engaging, high-quality lessons. Pupils demonstrate improved knowledge, skills and enjoyment of PE across all year groups.	Continued membership of the Active Schools Network ensures ongoing access to competitions, CPD and enrichment opportunities each year. The Get Set 4 PE scheme provides a sustainable, progressive curriculum that supports new and existing staff, ensuring consistency in teaching and assessment. Trained Mini Leaders can mentor younger pupils and continue to promote active play, embedding leadership opportunities within the school.	Staff surveys. PE monitoring reports. Competition results and participation data. Mini Leader records. Lesson observations. Get Set 4 PE assessment data. Pupil voice.	£3520 Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement. Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport through access to high-quality resources and professional development. Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key Indicator 5: Increased participation in competitive sport through access to festivals, competitions and School Games opportunities.

Your objective: Activities organised by SGO Network / Competitions



association for
PHYSICAL EDUCATION



	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 enable pupils from Reception to Year 6 to participate in School Games competitions, festivals and sporting events by removing financial barriers associated with transport and equipment. To provide inclusive opportunities for all pupils, including SEND and disadvantaged children, to represent the school, experience competitive sport and develop confidence, teamwork and resilience.	Use Sports Premium funding to cover transport costs to School Games events organised by the School Games Organiser (SGO). Purchase and maintain appropriate equipment required for pupils to practise in school and compete safely and effectively at festivals and competitions. Ensure teams are selected inclusively, providing opportunities for a wide range of pupils to participate throughout the year.	Increased participation in inter-school competitions and festivals. Pupils experience a wider range of sporting opportunities beyond the curriculum and develop competitive skills, sportsmanship and resilience. Children gain confidence representing the school and are motivated to continue participating in sport. All including SEND have opportunities to attend and compete, promoting inclusion and raising aspirations.	Competition entry and attendance records. School Games participation data. Photographs of events. Pupil voice demonstrating enjoyment and confidence. Staff observations. Records of equipment purchased and used during PE lessons and training sessions.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have successfully represented the school at a variety of School Games competitions and festivals, increasing participation across different year groups and abilities. The provision of transport has ensured that financial or logistical barriers have not prevented children from attending. Equipment purchased has enhanced both curriculum PE and extra-curricular practice sessions, allowing pupils to prepare effectively before competitions. Participation has improved pupils' confidence, teamwork, resilience and pride in representing their school.	Continue to allocate Sports Premium funding to support transport and maintain quality equipment, ensuring all pupils can continue to access School Games opportunities regardless of circumstance. Equipment will be used year after year in curriculum lessons, clubs and competition preparation, providing long-term value. Ongoing participation in School Games events will continue to inspire pupils to remain active and engage in competitive sport.	School Games participation records. Competition results and certificates. Photographic evidence. PE subject leader monitoring. Pupil voice and staff feedback. Equipment inventory demonstrating continued use.	£1,112.00 Key Indicator 1: The engagement of all pupils in regular physical activity. Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement. Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils. Key Indicator 5: Increased participation in competitive sport through School Games festivals, competitions and inclusive events

Your objective: Resources and equipment



association for
PHYSICAL EDUCATION



	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 invest in high-quality PE, sport and physical activity resources that enhance teaching and learning across the school, from Nursery to Year 6. To ensure all pupils, including SEND, have access to appropriate equipment that supports inclusive participation, active play and skill development throughout the school day	Use Sports Premium funding to purchase and replace high-quality PE equipment and resources to support curriculum lessons, intervention groups, extra-curricular clubs, playtimes and lunchtimes. Provide age-appropriate resources for Nursery/NEST and EYFS, ensuring children develop fundamental movement skills from an early age. Maintain sufficient equipment so all pupils can actively participate in lessons and activities without unnecessary waiting time. Refresh playground equipment to encourage active, inclusive play during break and lunchtime.	High-quality resources enable teachers to deliver engaging, well-structured PE lessons that maximise participation and learning time. Pupils demonstrate increased enjoyment, confidence and physical competence through access to appropriate equipment. Active playtimes and lunchtimes contribute to improved physical activity levels, behaviour and social interaction. Nursery children develop early movement skills, creating strong foundations for future learning. All pupils are able to participate fully in physical activity throughout the school day.	Equipment inventories. PE lesson observations. Pupil voice surveys. Playground monitoring records. Staff feedback. Photographs of resources in use. Curriculum planning demonstrating effective use of equipment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are more engaged in PE lessons due to the availability of high-quality, appropriate equipment. Teachers report that lessons are more effective as all children can participate simultaneously, increasing activity levels and reducing inactive time. Playtimes and lunchtimes are more active and inclusive, with children independently accessing equipment to promote physical activity and positive social interactions. Nursery and EYFS pupils have benefited from resources specifically designed to develop balance, coordination and fundamental movement skills. The investment has supported inclusive participation for all pupils, including those with SEND and disadvantaged children.	Quality resources will continue to be used across curriculum PE, interventions, clubs and active play for several years, providing excellent value for money. Equipment will be regularly maintained and replenished where necessary to ensure continued safe use. Staff will continue to embed the use of resources within high-quality teaching, while active play opportunities remain an integral part of the school's approach to promoting healthy lifestyles and physical activity.	Quality resources will continue to be used across curriculum PE, interventions, clubs and active play for several years, providing excellent value for money. Equipment will be regularly maintained and replenished where necessary to ensure continued safe use. Staff will continue to embed the use of resources within high-quality teaching, while active play opportunities remain an integral part of the school's approach to promoting healthy lifestyles and physical activity.£	£1883.70

Your objective: Extra swimming



association for
PHYSICAL EDUCATION



	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 provide additional swimming opportunities for Year 6 pupils who had not yet achieved the national expectation of swimming 25 metres confidently. To ensure all pupils have the opportunity to develop this essential life skill.	Sports Premium funding was used to enable identified Year 6 pupils to attend additional swimming sessions alongside Year 5 lessons. This provided extra teaching time and practice to improve confidence, technique and water safety skills.	Pupils received additional support to improve their swimming ability and confidence in the water. More children were given the opportunity to achieve the expected 25-metre standard before leaving primary school, while developing an important life skill.	Swimming assessment records. Teacher observations. Pupil progress data. Attendance records for additional swimming sessions.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Year 6 pupils who required extra support benefited from additional swimming lessons and made progress towards meeting the national curriculum expectation. Pupils developed greater confidence and competence in the water.	This approach can be repeated annually for any pupils who require additional swimming support, ensuring children have every opportunity to meet the expected standard before leaving primary school.	Swimming data. Teacher assessments. Pupil feedback.	£416 Key Indicator 1: The engagement of all pupils in regular physical activity. Key Indicator 4: Broader experience of physical activity through additional swimming opportunities. Key Indicator 2: The profile of PE and sport is raised by ensuring pupils develop essential life skills, including swimming and water safety.

This page has been left blank for any notes or supporting information.