





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

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Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

- 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 (2025/2026)

- 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.*

Swimming and Water Safety	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	**91% of Year 6 pupils met the National Curriculum requirement to swim 25m.** Sport Premium-funded top-up sessions accelerated progress for pupils below the expected standard.	**9% of pupils did not meet the 25m standard.** Additional targeted support is required to improve confidence, stamina and swimming competence.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	**91% of Year 6 pupils demonstrated effective use of a range of recognised strokes.** Assessment records show strong technical development across swimming provision.	**9% of pupils were not yet secure across a range of strokes.** Further targeted teaching is required to improve technique and consistency.
3. Perform safe self-rescue in different water-based situations	**91% of Year 6 pupils demonstrated age-appropriate self-rescue and water safety skills.** Assessment outcomes indicate pupils are well prepared to stay safe in and around water.	**9% of pupils did not yet demonstrate secure self-rescue skills.** Further opportunities are required to reinforce key water safety knowledge and practical application.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	All practitioners reported that they are **confident delivering high-quality PE**. Responses gathered through staff conferencing highlighted increased confidence in curriculum delivery, assessment and meeting the needs of all pupils. Practitioner feedback indicates greater confidence in delivering the broad and balanced PE curriculum and a wider range of activities. Pupil voice demonstrates that children enjoy PE and feel consistently safe, appropriately challenged and motivated to participate and achieve during lessons. PE assessment is embedded within whole-school systems. Data is reviewed through Pupil Progress Meetings alongside the Assessment Lead, strengthening tracking, reporting and targeted support.	Staff confidence is now high; however, continued CPD and professional dialogue will further strengthen subject expertise, curriculum delivery and the consistency of assessment across all year groups. Pupil voice demonstrates improved enjoyment of PE; however, further analysis of the views of **SEND, disadvantaged and female pupils** is needed to ensure provision meets the needs of all learners and promotes equitable participation and outcomes.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Monitoring shows that 90% of pupils achieve the recommended 60 active minutes during the school day. This has been achieved through a comprehensive programme of physical activity opportunities, including structured breaktime and lunchtime provision, the Daily K initiative and a wide range of after-school sports clubs. A particular focus has been placed on KS1 pupils, who benefit from an additional 10-15 minutes of lunchtime provision, helping to maximise physical activity opportunities and establish positive habits from an early age. The school provided wide range extra-curricular sports and physical activity clubs, with over 160 club places accessed each week. Participation among disadvantaged pupils was strong, with 35 pupils (66% of the disadvantaged cohort) attending clubs. Girls accounted for 99 of 163 club places, demonstrating strong engagement with extra-curricular sport and physical activity.	Whilst participation in whole-school initiatives has been strong, further work is needed to fully evaluate the impact on specific groups, including SEND pupils, disadvantaged pupils and girls, to ensure all pupils engage fully with physical activity opportunities.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	PE, physical activity and school sport are promoted through Active Travel, Beat the Street, Cornwall Healthy Schools, PSHE, celebration assemblies, Sport and Recreation Ministers and Sports Day. Our whole-school Sports Day achieved over 95% participation, including increased engagement from pupils with more complex SEND needs. Pupils regularly represent the school in a wide range of KS1 and KS2 competitions, with a particular focus on increasing participation among less active pupils. Strong participation in daily physical activity can be attributed, in part, to the school's high-quality active lunchtime provision, which offers a broad range of inclusive opportunities across multiple areas of the school grounds.	Whilst participation levels continue to improve, There are still some pupils who do not yet achieve an average of 60 active minutes per day. Further analysis of participation and activity levels among SEND pupils, disadvantaged pupils and girls will help identify barriers and inform targeted support and opportunities.
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	A broad and balanced programme of physical activity opportunities has been developed across the school. High-quality active lunchtime provision operates across multiple areas of the school grounds, offering activities including go-karts, balance bikes, pickleball, football, netball, multi-skills activities and Play Leader-led games. This is complemented by a programme of engaging and inclusive extra-curricular clubs. Provision includes football, cross country, gig rowing, bowls, multi-skills, netball, rounders, tennis and cricket, alongside active lunchtime provision and the Daily K initiative. A particular focus on pupils less likely to engage in physical activity has helped to widen participation and improve equality of access across the school.	Whilst participation in physical activity opportunities is strong, engagement is not yet consistent across all pupil groups. Further analysis of participation data and targeted pupil conferencing will support increased involvement from SEND pupils (39% accessed after school provision), disadvantaged pupils and less active children, ensuring opportunities meet the needs of all learners. Whilst extra-curricular participation is strong, opportunities for KS1 pupils remain more limited than those available in KS2. Expanding the range of after-school clubs for younger pupils will increase participation, support the development of fundamental movement skills and encourage lifelong engagement in physical activity.
5. Increasing participation in competitive sport	Pupils accessed a wide range of inter-school competitive sporting opportunities, including football, netball, bowls, cross-country, tennis and multi-skills events. This enabled a high proportion of pupils to represent the school, participating in inter-school competition. Competitive sport opportunities were used to engage a broad range of pupils, including those who are typically less active.	Whilst participation in competitive sport is strong, KS1 pupils have had fewer opportunities to access inter-school competition than KS2 pupils. The next step is to increase the range and frequency of competitive opportunities for KS1, ensuring all pupils experience representing the school and participating in competitive sport.

Plan, monitor and evaluate (2025/2026)

- 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: engagement of 60 active minutes per day

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Provide even more school opportunities for pupils to access multiple activities that will lead to an increase their physically literacy and activity (60 minutes per day)	We have invested heavily in our active offer during breaktimes. This has included many traditional activities, but we are also working to diversify our provision to include more problem-solving, building, and climbing opportunities.	All children are encouraged to explore a wide variety of activities throughout the school week, ensuring everyone has the chance to discover new skills and enjoy being active.	Pupil voice Staff survey Monitoring of active zones
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	The continued development of active breaktime and lunchtime provision has increased participation in physical activity across the school. Monitoring indicates that around 90% of pupils achieve the recommended 60 active minutes during the school day. The expanded range of activities has enabled pupils with different interests and abilities to engage more regularly in active play, with particularly positive engagement from KS1 pupils and less active children.	The provision is sustainable as equipment and active zones are now embedded within daily practice. Staff and Play Leaders support activity delivery, ensuring opportunities continue without reliance on external providers. Monitoring systems, pupil voice and participation tracking allow provision to be reviewed and adapted to meet emerging needs.	Active zone monitoring Pupil voice Staff conferencing Physical activity participation records 60 active minute monitoring	£5500

Your objective: to develop a broad and adventurous active offer

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Develop a broad and adventurous PE curriculum	Our PE offer through Striver is highly successful in providing a structured sequence of learning. However, we want to strengthen external links with our local secondary schools and Active Cornwall to offer new opportunities such as mountain biking, rock climbing, and water-based (gig rowing) activities. We have also identified the need to introduce a Forest School element into our curriculum. Initially, this will be targeted at our vulnerable groups, with a view to eventually extend it across the whole school population.	Forest School will be a major development for our school, with investment in equipment, staff training, and dedicated provision. This will provide children with hands-on, outdoor learning experiences that promote creativity, problem-solving, and confidence. Establishing opportunities for UKS2 chn with MBA Linking with Active Cornwall to develop active opportunities outside of school	Pupil voice Staff feedback Parental feedback
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Pupils have accessed a broader range of sporting and outdoor learning experiences beyond the traditional PE curriculum. New opportunities have increased engagement, particularly among pupils who are less likely to participate in conventional sports. Forest School provision has supported confidence, resilience, teamwork and problem-solving skills, whilst strengthening opportunities for SEND and vulnerable pupils to succeed through alternative forms of physical activity.	Investment in equipment, staff training and curriculum development has created long-term capacity within school. Partnerships with local organisations provide opportunities to enhance provision whilst gradually building internal expertise. Forest School resources and staff training will continue to benefit cohorts in future years.	Pupil voice surveys Forest School attendance records Participation monitoring for SEND and disadvantaged pupils Staff feedback Photographs and case studies	£3000

Your objective: developing healthy, active learners through a whole-school approach

	Implementation - How will you achieve this?	Impact - What do you hope to see?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Within our school, we have built a highly skilled and supportive pastoral team dedicated to the well-being and success of every child. This year, we have recognised that engaging parents and carers is key to supporting our most vulnerable pupils and helping them make positive changes. We are committed to fully harnessing the expertise of this exceptional team to nurture, guide, and empower our children, creating a school community where everyone can thrive.	Building links within the school community. Involving all stakeholders in development of this area.	Building links within the school community. Involving all stakeholders in development of this area.	Pupil voice Parent voice
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	A more joined-up approach to physical health, wellbeing and active lifestyles has strengthened engagement across the school community. Existing initiatives such as Active Travel, Beat the Street, Cornwall Healthy Schools, PSHE and celebration assemblies have continued to raise the profile of healthy living. Increased collaboration between school, families and the pastoral team has helped promote positive attitudes towards physical activity and wellbeing, particularly for vulnerable pupils.	The approach is embedded through whole-school systems, including PSHE, pastoral support, active travel initiatives and celebration events. Staff expertise and established partnerships provide a strong foundation for continued development, whilst ongoing stakeholder engagement ensures that healthy lifestyles remain a key school priority.	Parent voice Pupil voice Attendance at family engagement events Participation data from Active Travel and Beat the Street initiatives Wellbeing and pastoral records	**£5000**

Aims for the next academic year (2026/2027)

- 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

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25m		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aim	Why?	Key Area	Supporting evidence
1.Increase participation for SEND pupils Develop targeted opportunities to increase participation and success for pupils with SEND and additional needs.			
2. Increase engagement of less active pupils Build on the successful lunchtime and extra-curricular offer to further increase physical activity levels among less active pupils.			
3. Further develop girls' participation Sustain and further develop girls' engagement, leadership and participation in PE, sport and physical activity.			
4. Broaden access to competition Increase participation in competitive sport, particularly for underrepresented groups and less active pupils.			
5. Strengthen assessment and tracking Further develop the use of PE assessment data to identify need, monitor progress and inform provision.			
6. Develop a deeper understanding of participation through targeted pupil voice Undertake focused pupil conferencing with girls, SEND pupils and disadvantaged pupils to identify barriers to participation, capture pupil experiences and ensure future provision is responsive to need.			

Plan, monitor and evaluate (2026/2027)

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- 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
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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: Increasing Participation, Inclusion and Engagement in PE

	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)	Increase participation, engagement and achievement in PE, physical activity and school sport for all pupils, with a particular focus on SEND pupils, girls and less active children.	Provide targeted opportunities for SEND pupils, expand KS1 extra-curricular provision, develop girls' participation, increase access to competition and use pupil voice and participation data to identify barriers and inform provision.	Increased participation from SEND pupils and less active children, sustained engagement from girls, greater access to competition and provision that is increasingly responsive to pupil needs.	Club registers, competition records, participation tracking, pupil conferencing, PE assessment data, pupil voice outcomes and monitoring records.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

Your objective:Pupil Voice and Assessment

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Develop the use of **PE assessment, participation data and pupil voice** to identify need, monitor progress and inform inclusive provision.	Use **Pupil Progress Meetings**, participation tracking and targeted pupil conferencing with **girls, SEND pupils and disadvantaged pupils** to identify barriers, monitor engagement and inform future provision.	More informed decision-making, improved identification of need and PE, sport and physical activity opportunities that are increasingly responsive to pupils' experiences and interests.	PE assessment data, Complete PE records, Pupil Progress Meeting records, participation tracking, pupil conferencing outcomes and pupil voice surveys.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

Your objective: Broaden access to competition

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Increase participation in competitive sport, particularly among **KS1 pupils, SEND pupils, girls and less active children**.	Provide a wider range of intra- and inter-school competitions and targeted opportunities for underrepresented groups to represent the school.	More pupils participating in competitive sport, increased representation from key groups and improved confidence, teamwork and resilience.	Competition registers, School Games records, participation tracking, pupil voice and photographs.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				