

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 (2025/2026)



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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.

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.	62.88% Teacher observation	37.12% didn't pass Teacher observation
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).	62.88% Teacher observation	37.12% didn't pass Teacher observation
3. Perform safe self-rescue in different water-based situations.	62.88% Teacher observation	37.12% didn't pass Teacher observation

Review of the last academic year (2025/2026)



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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. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Completing monitoring has proven to be successful, as it was clear to see that the teacher's confidence had increased when teaching PE. Pupil attainment for PE has risen over the course of the last year and is clearly demonstrating a positive outlook towards lessons.	We were unable to deliver specialised CPD to teachers. However, have been working on a new concept that we look to roll out later this academic year. It will look closely at how to enhance oracy in our PE lessons. Teacher contributions to sport-related activity were minimal. Hoping to increase this this academic year.
2. Increasing engagement of all pupils in regular physical activity and sporting activities.	Increased opportunities for pupils to engage in sport – Our OPAL programme continues to be implemented successfully, with outstanding results. Our pupils are now more active and engaged during play and lunchtime than ever before. We're excited to observe how this increased activity and gross motor development will influence our PE lessons in the coming academic year. The equipment purchased through the sports premium funding has been instrumental in making this possible.	Not all pupils are participating in the active opportunities, resulting in not all pupils being active for 60 minutes a day.

Review of the last academic year (2025/2026)



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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. Raising the profile of PE and sport across the school, to support whole school improvement.	Sports Stars is a weekly celebration held during Friday assemblies, recognising one child from each class for outstanding effort, excellent sportsmanship, or exceptional progress. The award is presented by the sports coach leading the lesson. In addition, participation in trust-wide competitions such as the Golden Gala and Golden Games has been highly beneficial and impactful. The final lesson in each unit is game-focused, giving pupils the opportunity to apply the skills they have developed throughout the term in real game situations.	Pupils were often reluctant to attend the wider clubs offered, particularly those aimed at improving participation among low-attendance and Pupil Premium pupils, even though these clubs were free of charge. Teacher involvement and encouragement were also limited. Although teachers were asked to run one sports club per year group as part of the seven-week club cycle, it was observed that this opportunity was frequently used for core subject booster sessions instead.
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.	Focus on ensuring a wider range of sports clubs were available (multi-sports).	Not all pupils are active for 60 minutes a day. Little participation or attendance in the range of sports clubs offered.
5. Increasing participation in competitive sport.	We had attended inter-house competitions with a focus on those pupils who have little opportunity to participate.	We were unable to attend more diverse sporting competitions, especially for pupils in lower KS2 or KS1.

Aims for the next academic year (2026/2027)



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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. Swim competently, confidently and proficiently over a distance of at least 25 metres.	At the end of the year for 85% of pupils to be able to swim	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations.	Add text here	Add text here

Review of the last academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
To implement a new oracy approach to teaching PE (PARTICIPANT, AUDIENCE AND COACH – PAC).	All pupils will be fully engaged in PE lessons, regardless of their ability level, any injuries, or even the absence of PE clothing. By ensuring that every child participates in some capacity, we aim to foster a sense of responsibility and ownership over their own learning. This inclusive approach not only builds confidence and resilience but also encourages collaboration, allowing pupils to learn from one another, share strengths, and develop a deeper understanding of their own physical abilities and potential. Through this, we strive to create a supportive environment where every pupil feels valued, capable, and motivated to improve.	Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Oracy has been implemented as a program throughout the curriculum, and we are observing the benefits of its integration in the classroom. Students are more engaged, have taken greater ownership of their learning, and consequently feel more valued within the class. They are also learning to express their opinions in a constructive manner rather than a destructive one.
Increase participation in external competitions.	The purpose of this initiative is to raise the profile and awareness of sport across the school, inspiring greater enthusiasm and participation among pupils. It also provides valuable opportunities for pupils to represent the school, fostering a sense of pride, teamwork, and belonging within our school community.	Key indicator 5 – to increase participation in competitive sport.	Competitions calendar and registration of participants.
Lessons to provide an equal offer to all pupils (increase adaptations within a lesson if need) <i>supporting specific pupils/teachers.</i>	The aim is to ensure that every pupil, regardless of their ability, can develop their physical skills and overall activity levels. Through participation, pupils also gain valuable experiences in teamwork, communication, and resilience—essential life skills that extend beyond PE and contribute to their personal growth and confidence.	Key indicator 1 - Engagement of all pupils in regular physical activity.	Adaptive teaching in physical education ensures all students can participate, learn, and succeed regardless of ability or skill level. By adjusting activities and methods, teachers create inclusive, motivating lessons that build confidence and support individual progress. It promotes fairness, engagement, and lifelong enjoyment of physical activity.
Increase parent participation.	It boosts student motivation, confidence, and pride in their achievements. Parental support strengthens the school community and encourages a positive attitude toward physical activity. It also helps parents understand the value of sports in developing teamwork, discipline, and resilience.	Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Looking at having pupils attend lessons in the last week of term to support their child in the inter-house competitions.

Plan, monitor and evaluate (2026/2027)



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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 (2026/2027)



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Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Pupil Voice activities to understand pupils wants and needs Outdoor play provision such as OPAL.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Pupil Voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your objective: Provide PE CPD and support to 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)	To implement a new oracy approach to teaching PE (PARTICIPANT, AUDIENCE AND COACH – PAC).	By starting with sports coaches and providing them with CPD on how to implement this into lessons. Then, hosting a CPD session for teachers to learn how to implement this strategy into PE as well as well gain an understanding of not only the the reasons for it but its benefits.	We are hoping to witness teacher confidence increase, as well as higher attainment in pupils' learning. We should begin to see a rise in student confidence to attempt new sports or activities, and to feel comfortable relying on their peers to provide them with positive yet constructive advice, as well as self-reflection and a desire to self-improve.	Pupil voice and lesson monitoring.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils now communicate more effectively during lessons and support each other's abilities, instead of letting frustrations take over.	Yes, the coaches are being given extensive CPD around what oracy is as well as bespoke CPD on how to implement it in PE lessons. Observations and monitoring will focus on the implementation of oracy.	Pupils are being more supportive. Pupils are able to have disagreements by challenging each other instead of arguing.	£0

Your objective: Increase competition participation



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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)	Increase participation in external competitions.	Creating a calendar of upcoming events which will be shared with the Leadership Team. Having time out to organise letters, teams and transport to competitions in advance.	Temple Hill Primary Academy aims to attend a greater number of competitions and provide pupils with opportunities to experience a wider range of sports that are not necessarily part of the standard curriculum. This will help broaden their sporting experiences, inspire new interests, and encourage a lifelong appreciation for physical activity and teamwork.	Sports games host a range of multi-sport competitions.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	We have been able to attend additional competitions this year. We have been focusing on sports that pupils are not normally exposed to. This has given pupils a wider knowledge of the sports available to them and sparked their interest and participation in sports.	Yes, but I feel it can be improved further- creating a PE team will be beneficial so the responsibility for all the competitions can be shared.	We have attended football competitions, Dragon ball and dodge ball.	£150

Your objective: Increase parent involvement with sporting events



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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)	Increase parent participation.	We are hoping to host end-of-term competitions where parents are invited to attend and support their children during PE lessons. As the final week of each term focuses on competitive activities, these events will give pupils the chance to apply the skills they have developed throughout the term in real game situations. By involving parents, we aim to create a supportive and engaging atmosphere that celebrates pupils' achievements, encourages participation, and strengthens the connection between school, sport, and home.	We hope to see an increase in parents' understanding of the importance of sport and physical activity, helping them to recognise the positive impact it has on their children's health, wellbeing, and learning. By strengthening this awareness, we aim to encourage parents to actively support and motivate their children to be more physically active both in and outside of school.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Little impact. However, the competitions we have run this year have seen higher interest from parents.	Yes, and I plan to increase it further.	Mini marathon and sports day are events we have run this year that have shown a high participation from parents.	£100

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)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective:



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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)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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