

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 metres	81% of Year 6 pupils achieved the standard. Focused small-group instruction and targeted support ensured all pupils developed the required stamina, water confidence, and technique to swim 25 metres unassisted.	Significant increases in coach and transport costs, combined with changes to session allocations from the local pool provider, forced a reduction in the total number of swimming sessions offered across the academic year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	81% of Year 6 pupils successfully demonstrated effective technique in at least two distinct strokes.	Reduced pool access and shorter session blocks limited time for pupils to refine less familiar stroke mechanics and practice extended stroke variety across varied distances.
3. Perform safe self-rescue in different water-based situations	81% of Year 6 pupils passed the safe self-rescue assessment, showing strong understanding of water safety principles, successful treading of water, and executing self-rescue techniques in simulated deep-water conditions.	Rising transportation overheads and altered pool operational guidelines restricted the frequency of dedicated scenario-based water safety workshops and simulated environmental variations.

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. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	- PE Hub Subscription: Provided staff with structured, progressive planning across all year groups, embedding high-quality PE delivery. - Saracens (Dance and Rugby): High-quality external coaching provided valuable co-teaching and mentoring opportunities, significantly upskilling teaching staff and building confidence in delivering rugby. - Game On (Autumn, Spring, Summer): Specialist delivery and co-teaching across all three terms provided staff with ongoing, practical CPD in lessons. Evidence: lesson observations confirm consistent curriculum progression.	Tight scheduling during occasionally limited opportunities for staff to complete pre-lesson co-planning sessions with external coaches. Evidence: Staff feedback note limited time for dedicated pre-and-post lesson reflection meetings.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	- Playground Equipment and Trim Trail: New playground resources and repairs to the Trim Trail significantly boosted active play during lunch and break times. - Forest School and OHL sessions: Ensured regular active outdoor learning and movement for pupils. Evidence: Playground monitoring shows increased equipment use; Forest School session logs show increased engagement and participation.	Attendance at external and extra-curricular clubs remained lower for specific key stages, and financial viability impacted options. Evidence: Club attendance registers highlight variable uptake.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	- Inspirational Workshop Days: Hosted high-profile events including Kin ball, Kapla workshops, and a scooter day, driving enthusiasm for physical activity across the whole school. - Sports Leadership: Sports Ambassadors actively promoted play and peer engagement. Evidence: Pupil voice showed positive feedback following special workshop days	Maintaining the initial surge of engagement generated by one-off workshop days required continuous effort across the remainder of the terms. Evidence: Pupil feedback indicates high enthusiasm during event weeks that requires ongoing reinforcement in routine weekly PE.
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	Diverse and Non-Traditional Sports: Partnered with Saracens for Touch Rugby and Dance, along with Scooter and Kinball, providing inclusive non-traditional activities that engaged both boys and girls equally. Evidence: Participation registers demonstrate equal gender balance across all sessions; positive pupil feedback from diverse groups.	Timetabling constraints and provider availability prevent offering extended multi-week blocks for non-traditional sports. Evidence: Pupil surveys indicated a desire for ongoing weekly clubs in non-traditional sports (e.g. rugby) that exceeded available timetable slots.
5. Increasing participation in competitive sport	- Inter-School Competitions: Funded coach transport to Tring School sports events, ensuring teams could travel and represent the school in local festivals and fixtures. - Game On Leagues: Maintained ongoing intra- and inter-school competitive opportunities across Autumn, Spring, and Summer terms. Evidence: Event participation logs show strong pupil representation across fixtures	Substantial increases in coach and transport costs capped the total number of off-site competitive fixtures the school could attend across the year. Tring School offered fewer fixtures. Evidence: Budget tracking records

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	100% of Year 6 pupils achieved the standard. Focused small-group instruction, targeted coaching, and effective pool time ensured every pupil developed the required stamina, water confidence, and technique to swim 25 metres unassisted. Assessment tracking and pool record logs.	High coach hire and transport costs continue to present a major financial barrier, restricting the overall flexibility and number of core swimming sessions scheduled across the academic year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% of Year 6 pupils successfully demonstrated effective technique in a range of distinct strokes. Teacher and instructor assessment records verify stroke competence across pupils.	Rising transport costs limited the overall session count, reducing time available for pupils to practice and refine secondary or less familiar strokes over extended distances.
3. Perform safe self-rescue in different water-based situations	100% of Year 6 pupils successfully passed the safe self-rescue assessment, demonstrating a clear understanding of water safety principles, confident treading of water, and competent execution of self-rescue techniques in deep-water conditions. Practical assessment logs confirm.	High transport costs remained a key constraint, and lower uptake/interest in top-up swimming among younger year groups made it challenging to build early engagement and confidence in water safety prior to Year 6.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Increase teacher confidence, knowledge, and skills in PE	Build staff expertise and improve PE delivery to reduce reliance on external coaches and ensure long-term, high-quality curriculum delivery.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	• Staff Feedback and Coaching: Saracens Touch Rugby coaching provided high-quality co-teaching and mentoring, significantly upskilling staff. However, Saracens Dance was less effective due to instructor inconsistency and a lack of session structure. • Curriculum and Planning: PE Hub provided structured, progressive planning across all year groups, supported by Game On specialist input across terms. Evidence: Staff voice surveys, lesson observations, and PE planning records confirm embedded progression and improved teacher confidence in key areas (e.g., rugby).
Promote daily physical activity and raise the profile of PE across the school	Encourage positive lifelong habits, improve stamina and wellbeing, and sustain daily movement through pupil-led motivation.	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	• Daily Activity Initiatives: Sustained engagement through Marathon Kids, Skip2Bfit, and 'Football-Free Fridays', supported by Sports Ambassadors leading active lunchtimes. • Active Travel and Forest School: Implemented active travel schemes (including Bikeability support) and delivered regular Forest School sessions. • Inspirational Events: Hosted whole-school workshops including Kinball, Kapla, and Scooter days. Evidence: Participation logs, travel surveys, Forest School timetables, and pupil voice feedback.
Improve swimming outcomes for all pupils	Ensure all pupils leave primary school with vital life-saving water safety skills and achieve national curriculum standards, with a focus on targeted support.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Targeted Support: Focused small-group instruction and top-up sessions enabled 100% of Year 6 pupils to achieve the 25m distance, stroke range, and safe self-rescue standards for 2025/26. Challenges: High coach/transport costs and changes to local pool allocations restricted total session availability, while lower interest in top-up swimming in younger year groups affected early engagement. Evidence: Pool assessment records, tracking logs, and budget spend reports.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Broaden and enhance the PE curriculum through high-quality equipment and facilities	Enable a wider range of sports, improve lesson quality, and create an engaging physical environment.	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	• Equipment and Infrastructure: Purchased quality PE equipment to support diverse sports and funded Trim Trail repairs • Diverse Offerings: Offered non-traditional sports ensuring equal engagement across boys and girls. Evidence: PE equipment inventory, ROSPA inspection report, and curriculum planning maps.
Increase participation in competitive sport and extracurricular clubs	Foster a culture of teamwork, house belonging, and competitive experience while ensuring equal access for less active and disadvantaged pupils.	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	• Competitions and Events: Inter-school participation maintained through Tring School sports events and Game On leagues across Autumn, Spring, and Summer. • Subsidised Clubs and House Events: Subsidised club places to boost attendance, along with developing intra-school house competitions. • Challenges: Rising coach and transport costs capped off-site fixture attendance, and extra-curricular club attendance remained lower in KS1. Evidence: Fixture logs, coach booking records, and club registers.

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:

- 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
- 2. Increasing engagement of all pupils in regular physical activity and sporting activities*
- 3. Raising the profile of PE and sport across the school, to support whole school improvement*
- 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
- 5. Increasing participation in competitive sport*

Your objective:



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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 teacher confidence, knowledge, and skills in teaching PE, focusing on high-quality external provider delivery and structured planning.	• Continue embedding PE Hub for curriculum planning across all classes. • Procure high-quality external coaching (such as Saracens Touch Rugby) with clear co-teaching protocols and structured lesson plans. • Establish robust quality assurance and vetting for external providers (e.g. dance) to ensure lesson structure and instructor consistency.	• Teachers demonstrate improved subject knowledge and pedagogical confidence across games and dance. • Consistency in delivery, lesson structure, and clear skill progression across all year groups. • Reduced reliance on external coaching as staff upskill.	• Staff voice surveys and self-evaluations. • PE lesson observations and learning walk notes. • PE Hub usage and curriculum coverage logs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Teaching staff demonstrated increased confidence and pedagogical subject knowledge in tag/touch rugby due to high-quality Saracens co-teaching. PE Hub is fully embedded across all classes, ensuring consistent lesson planning and progression.	Yes. Staff upskilling reduces long-term reliance on external coaches for core sports, and PE Hub provides a permanent, reusable curriculum planning framework across all classes.	• Staff voice surveys and self-evaluations showing higher teaching confidence. • PE Hub lesson plans and monitoring logs. • Learning walks confirming consistent skill progression.	£2,425 (£2,090 CPD / external coaching + £535 PE Hub)

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)	Sustain high levels of daily physical activity and maintain 100% attainment in Key Stage 2 swimming and water safety.	• Deliver daily activity initiatives including Marathon Kids, Skip2Bfit, and 'Football-Free Fridays' led by Sports Ambassadors. • Provide targeted top-up swimming lessons for KS2 pupils, prioritizing disadvantaged and targeted learners. • Engage lower year groups early to build water confidence and address attendance barriers.	• All pupils remain active for at least 30 minutes during the school day. • 100% of Year 6 pupils meet all three National Curriculum swimming and safe self-rescue standards. • Increased enthusiasm and readiness for swimming in younger year groups.	• Marathon Kids and daily tracking logs. • Swimming assessment records and pool tracking sheets. • Pupil voice feedback on active play.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Daily physical activity is embedded through Marathon Kids and active playground routines. 100% of Year 6 pupils achieved all three National Curriculum swimming outcomes (25m distance, stroke range, safe self-rescue) through targeted top-up support. Younger pupils demonstrated improved water confidence.	Yes. Daily active movement (Marathon Kids, active play) is embedded into school culture, and established top-up swimming tracking ensures future cohorts maintain high achievement standards.	• Marathon Kids tracking logs and distance certificates. • 100% Y6 swimming assessment records and pool tracking sheets. • Pupil voice confirming high daily activity levels.	£940 (£790 Top-up swimming + £150 Active resources/rewards)

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)	Raise the profile of PE and sport across the school through whole-school inspirational events and active outdoor learning.	• Book at least three high-profile, whole-school workshop days (e.g. BMX, Freestyle Football, and Dance). • Continue regular Forest School provision for all years to promote active outdoor learning. • Train and deploy Sports Ambassadors to lead playtime activities and support younger peers.	• High levels of pupil engagement and excitement around sport and physical health across the entire school. • Enhanced wellbeing, resilience, and teamwork through outdoor learning. • Active pupil leadership embedded during break and lunchtimes.	• Workshop participation logs and photographic evidence. • Forest School timetables and observation notes. • Sports Ambassador timetables and meeting notes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	High-profile workshop days (Freestyle Football, Dance, BMX) significantly boosted whole-school enthusiasm for physical activity. Forest School provided regular active outdoor learning for. Sports Ambassadors successfully led active play routines during break times.	Yes. Annual training for Sports Ambassadors creates a self-sustaining peer leadership cycle, and Forest School remains permanently timetabled.	• Event logs, workshop photos, and pupil feedback surveys. • Forest School timetables and observation notes. • Sports Ambassador duty rotas and leadership feedback.	£5,150 (£3,650 Workshops + £1,500 Forest School)

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)	Offer a broader, more equal experience of non-traditional sports and increase extracurricular participation, especially for KS1 and disadvantaged pupils.	• Purchase high-quality equipment to support diverse curriculum sports and replace worn resources. • Subsidise or fully fund extracurricular club places for disadvantaged and less active pupils. • Introduce targeted lunchtime/after-school clubs designed specifically to boost Key Stage 1 engagement.	• Equal access and engagement across both boys and girls in non-traditional activities. • Increased attendance in extracurricular clubs, particularly among KS1 and disadvantaged pupils. • Enhanced physical literacy and skill development across EYFS/KS1.	• PE equipment inventory and audit. • Extracurricular club registers broken down by key stage and demographic. • Pupil and parent feedback on club provision.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	New equipment enabled a wider variety of sports across curriculum PE and playtimes. Subsidised club spaces increased attendance among disadvantaged and Key Stage 1 pupils, ensuring equal access to physical activities for both boys and girls.	Yes. High-quality physical equipment has a multi-year lifespan, and subsidising club places establishes early extracurricular participation habits in younger cohorts.	• PE equipment audit and inventory records. • Extracurricular club attendance registers with demographic tracking. • Parent and pupil voice surveys.	£4,399 (£3,899 PE Equipment + £500 Club subsidies)

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)	Increase participation in intra- and inter-school competitive sport while managing transportation constraints.	• Maintain attendance at Tring School sports events, festivals, and Game On competitive leagues across Autumn, Spring, and Summer terms. • Introduce structured termly intra-school house competitions to maximize competitive opportunities on-site. • Efficiently allocate funding for coach transport to guarantee equal access to off-site fixtures.	• Broadened participation in competitive fixtures across diverse pupil groups. • Stronger sense of house identity, belonging, and healthy competition across all year groups. • Sustained involvement in local sports networks.	• Inter-school competition registers and event result logs. • Intra-school house competition scoring and participation sheets. • Transport booking records and budget monitoring sheets.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Regular participation in Tring School inter-school events and Game On leagues was maintained. Newly established termly intra-school house competitions significantly expanded competitive opportunities for all pupils on site without incurring transport costs.	Yes. Intra-school house competitions establish sustainable internal sporting traditions that do not depend on external coach or transport budgets.	• Inter-school fixture logs and event attendance lists. • House competition result sheets and participation logs. • Budget spend reports for coach transport.	£1,500 (£1,000 Transport/cover + £500 House competition resources)

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