



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



Commissioned by



Department  
for Education

Created by



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# Aims for the next academic year (2025/2026)

£17,490



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Aim	Why?	Key Area	Supporting evidence
<p>To increase staff's knowledge and skills in teaching PE by providing a clear lesson sequence for units of teaching</p>	<p>Consistent, well-structured lesson sequences provide staff with the clarity and confidence needed to deliver high-quality PE teaching. A clear progression of skills ensures that pupils build foundational knowledge securely over time, supports non-specialist teachers in planning effective lessons, and promotes greater consistency across the school. By strengthening staff expertise, we improve the quality of physical education for all pupils and ensure lessons are ambitious, inclusive, and aligned with curriculum expectations.</p>	<p><i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i></p>	<p>Inconsistency in lesson quality observed during learning walks and informal drop-ins, particularly in classes taught by non-specialist staff. Staff voice feedback indicates that teachers lack confidence in teaching certain PE strands (e.g., dance, gymnastics, athletics) and would welcome clearer progression guidance. New staff, ECTs, and cover supervisors particularly benefit from clearer, structured lesson sequences to ensure high-quality, ambitious delivery.</p>
<p>To ensure that all pupils take part in regular, high-quality physical activity by creating a school culture where sport, movement, and healthy lifestyles are actively promoted, accessible to every child, and embedded into daily routines both within and beyond the PE curriculum.</p>	<p>Regular physical activity is essential for pupils' physical health, emotional wellbeing, and readiness to learn. Increasing engagement ensures that every child—regardless of ability, background, or confidence level—can access meaningful opportunities to be active and develop lifelong healthy habits. Current participation levels show that some pupils are less active than others, and by strengthening our provision, broadening opportunities, and reducing barriers, we can promote inclusivity, improve fitness, boost self-esteem, and enhance behaviour and concentration in the classroom. This work aligns with national expectations for PE and school sport and supports our wider commitment to personal development and whole-child education.</p>	<p><i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i></p>	<p>Breaktime and lunchtime behaviour logs suggest that some pupils would benefit from more structured and active play opportunities to support positive social interaction and reduce low-level behaviour issues. Extracurricular club attendance shows an imbalance, with the same pupils regularly participating while others rarely engage in clubs or sports competitions.</p>

# Aims for the next academic year (2025/2026)

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Aim	Why?	Key Area	Supporting evidence
<p>To actively champion and embed PE and sport throughout the school by leading high-quality teaching, expanding enrichment and competitive opportunities, and promoting consistent celebration and visibility of physical activity, so that pupils' wellbeing, behaviour, engagement, and readiness to learn are strengthened as part of whole-school improvement.</p>	<p>High-quality physical activity improves pupils' physical and mental wellbeing, increases engagement and readiness to learn, and reduces low-level behaviour challenges. A consistent emphasis on PE also strengthens attendance, resilience, teamwork, and pupils' sense of belonging—factors that support progress across all subjects. By embedding PE and sport as valued parts of daily school life, it contributes to a healthier school culture, improved attitudes to learning, and stronger outcomes for all pupils, including those who are disadvantaged or have SEND.</p>	<p><i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i></p>	<p>The school needs to raise the profile of PE and sport because current provision and participation are inconsistent across year groups, and opportunities for sport are not yet fully embedded in school culture. Low uptake in clubs, limited celebration of achievements, and gaps in inclusion mean that many pupils are not experiencing the wellbeing, behaviour, and engagement benefits that high-quality PE brings. Strengthening PE will support attendance, resilience, teamwork, and attitudes to learning, contributing directly to whole-school improvement.</p>
<p>To ensure all pupils have equitable access to a broad, diverse, and engaging range of sports and physical activities, promoting full participation from both boys and girls. Through widening our offer and removing barriers to involvement, we aim to foster enjoyment, confidence, and lifelong participation in physical activity for every child.</p>	<p>Make sure every pupil—regardless of gender—has the same chance to experience, enjoy, and succeed in a wide range of sports and physical activities. By broadening our PE and extracurricular offer, we will remove unintentional barriers, challenge stereotypes, and ensure that both boys and girls can participate fully. Providing equal access helps pupils: discover new interests and talents, build confidence, teamwork, and resilience develop healthy habits and positive attitudes to physical activity feel included, valued, and represented in school sport</p>	<p><i>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</i></p>	<p>Participation is unequal between boys and girls The sports offer is narrow or not appealing to all pupils. Extracurricular club attendance shows inequality Staff may favour certain sports or feel less confident teaching others Monitoring shows gaps in curriculum balance</p>

# Aims for the next academic year (2025/2026)

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Aim	Why?	Key Area	Supporting evidence
<p>To broaden opportunities for all pupils to engage in competitive sport by increasing access, raising confidence, and encouraging sustained participation across a wider range of activities and events.</p>	<p>We are increasing participation in competitive sport because: It provides wider opportunities for pupils – more children get the chance to experience teamwork, challenge, and representing the school. It supports physical and mental wellbeing – competitive sport builds resilience, confidence, and healthy lifestyle habits. It raises aspiration and inclusion – all pupils, including those who are less confident or from disadvantaged groups, benefit from structured opportunities to take part. It strengthens our school's PE and extracurricular offer – competitive experiences enrich our curriculum. It builds character – pupils learn respect, determination, cooperation, and how to win and lose well.</p>	<p><i>5. Increasing participation in competitive sport</i></p>	<p>We currently do not have any teams playing cooperatively.</p> <p>After-school club attendance varies – some clubs are full while others struggle for numbers, which affects the pool of pupils ready to compete.</p> <p>Staffing and logistics create barriers – staff availability, transport, and cover sometimes limit the number of competitions we could attend.</p> <p>Internal competitive opportunities are not yet embedded – inter-house or in-school festivals are not happening regularly enough to build confidence in pupils who are not ready for external fixtures.</p> <p>We are trying to strengthen our personal development offer – and competitive sport will provide clear opportunities for character, resilience, teamwork, and ambition.</p>

## 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
<p><b>Plan and monitor</b> (Complete now and monitor)</p>	<p>To increase staff's knowledge and skills in teaching PE by providing a clear lesson sequence for units of teaching</p>	<p>Develop a consistent, step-by-step lesson sequence for all PE units, ensuring each sequence includes key skills, vocabulary, warm-ups, progressive skill development, application in game-based contexts, and assessment opportunities. Share the new lesson sequences with staff through a CPD session, modelling how to use them for planning, differentiation, and assessment. Ensure subject leader release time to monitor use of the lesson sequences through planning scrutiny, pupil voice and learning walks. Review and refine lesson sequences termly based on staff feedback, monitoring findings, and pupil progress data.</p>	<p>Staff report increased confidence and clarity in planning and delivering PE lessons, as shown through pupil voice, staff surveys and informal feedback. PE lessons show consistent structure across the school, with clear progression from lesson to lesson and across year groups. Pupils develop skills more securely because teaching is more systematic, with well-paced progression and opportunities for practice and application. Assessment becomes more accurate and meaningful, as teachers understand the key components of each unit and can identify strengths and next steps more clearly. Monitoring demonstrates improved lesson quality, stronger modelling of physical skills, and more effective differentiation for all pupils, including SEND. Over time, pupil outcomes in PE improve, with more children meeting or exceeding age-related expectations and showing increased engagement and enjoyment in lessons.</p>	<p>Inconsistency in lesson quality observed during learning walks and informal drop-ins, particularly in classes taught by non-specialist staff. Staff voice feedback indicates that teachers lack confidence in teaching certain PE strands (e.g., dance, gymnastics, athletics) and would welcome clearer progression guidance. New staff, ECTs, and cover supervisors particularly benefit from clearer, structured lesson sequences to ensure high-quality, ambitious delivery.</p>

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

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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p><b>Plan and monitor</b> (Complete now and monitor)</p>	<p>To ensure that all pupils take part in regular, high-quality physical activity by creating a school culture where sport, movement, and healthy lifestyles are actively promoted, accessible to every child, and embedded into daily routines both within and beyond the PE curriculum.</p>	<p>Embed daily movement into school routines through structured activities such as active brain breaks, daily mile sessions, playground challenges, and active transitions.</p> <p>Develop a broad and inclusive extra-curricular sports offer, ensuring clubs cater for all interests and abilities, with targeted invitation pathways for less-active pupils and those with SEND.</p> <p>Strengthen lunchtime and breaktime provision by training play leaders, sports ambassadors, and staff supervisors to facilitate high-quality, purposeful games and activities.</p> <p>Promote healthy lifestyles through assemblies, personal development lessons, themed weeks (e.g., Health and Fitness Week), and regular communication with families via newsletters and the school website.</p> <p>Forge partnerships with local sports clubs, community groups, and external coaches to widen opportunities and introduce pupils to new sporting experiences.</p> <p>Monitor participation data termly to ensure equitable access across year groups, genders, and vulnerable groups, using this information to shape future provision.</p> <p>Celebrate sporting achievements—both participation and performance—through displays, assemblies, house competitions, and reward systems to strengthen motivation and engagement.</p>	<p>Pupils engage in significantly more frequent and varied physical activity, both inside and outside of formal PE lessons, contributing to improved physical fitness, well-being, and readiness to learn.</p> <p>The school culture reflects a strong commitment to movement and healthy lifestyles, evident through high participation rates, positive pupil attitudes, and visible enthusiasm for sport.</p> <p>Less-active and vulnerable pupils show increased levels of engagement due to targeted opportunities, inclusive provision, and reduced barriers to participation.</p> <p>Pupils demonstrate a growing understanding of the importance of physical activity, healthy eating, and long-term well-being, supported through PSHE, assemblies, and curriculum links.</p> <p>Learning behaviours improve as pupils benefit from regular movement breaks and active routines that support concentration, regulation, and self-esteem.</p> <p>Extracurricular clubs and inter-house competitions show increased and more diverse participation, highlighting greater enjoyment and confidence among pupils.</p>	<p>Breaktime and lunchtime behaviour logs suggest that some pupils would benefit from more structured and active play opportunities to support positive social interaction and reduce low-level behaviour issues.</p> <p>Extracurricular club attendance shows an imbalance, with the same pupils regularly participating while others rarely engage in clubs or sports competitions.</p>

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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	To actively champion and embed PE and sport throughout the school by leading high-quality teaching, expanding enrichment and competitive opportunities, and promoting consistent celebration and visibility of physical activity, so that pupils' wellbeing, behaviour, engagement, and readiness to learn are strengthened as part of whole-school improvement.	The school will champion and embed PE and sport through a clear whole-school vision that promotes high-quality teaching, inclusive participation, and a culture where physical activity is visible, valued, and celebrated. This will be achieved through a well-sequenced curriculum that develops fundamental movement skills, consistent and well-structured lessons, and targeted CPD that strengthens staff confidence and subject knowledge. Enrichment will be expanded through a balanced programme of clubs, active lunchtimes, movement breaks, and accessible opportunities for SEND and disadvantaged pupils. Competitive sport will be broadened through intra- and inter-school events aligned with the School Games, alongside strengthened community links and clear progression pathways. Celebration and visibility will be promoted through assemblies, digital communication, personal-best challenges, and regular recognition of effort and resilience. Monitoring systems—such as lesson observations, participation tracking, behaviour data, and pupil voice—will ensure provision remains high quality, inclusive, and impactful, informing ongoing improvements.	Pupils will demonstrate higher levels of engagement, enjoyment, and confidence in physical activity, with increased participation across all groups and particularly among SEND and disadvantaged pupils. The quality and consistency of PE lessons will improve, leading to stronger skill development, better teamwork, and more positive attitudes to learning. Behaviour and wellbeing will benefit from structured active lunchtimes and movement-based regulation opportunities, resulting in fewer low-level incidents and improved readiness to learn. Over time, the profile of PE and sport will become embedded in the school's identity, strengthening character development, resilience, and aspiration. Whole-school outcomes—including attendance, engagement, and emotional wellbeing—will show measurable improvements, with staff expertise, pupil leadership, and community partnerships contributing to a sustainable and continually improving provision.	The school needs to raise the profile of PE and sport because current provision and participation are inconsistent across year groups, and opportunities for sport are not yet fully embedded in school culture. Low uptake in clubs, limited celebration of achievements, and gaps in inclusion mean that many pupils are not experiencing the wellbeing, behaviour, and engagement benefits that high-quality PE brings. Strengthening PE will support attendance, resilience, teamwork, and attitudes to learning, contributing directly to whole-school improvement.

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<b>Plan and monitor</b> (Complete now and monitor)	To ensure all pupils have equitable access to a broad, diverse, and engaging range of sports and physical activities, promoting full participation from both boys and girls. Through widening our offer and removing barriers to involvement, we aim to foster enjoyment, confidence, and lifelong participation in physical activity for every child.	We will broaden the PE and sport offer through a balanced curriculum and an inclusive enrichment programme that includes traditional team games and diverse activities (e.g., dance, yoga, fitness circuits, outdoor/adventurous, and non-traditional sports). Barriers will be removed by providing loaned kit, subsidised/PP-funded places, flexible session times, and accessible transport where needed. Teachers and TAs will receive CPD on adaptive practice and gender-inclusive pedagogy; equipment will be selected/adapted for SEND access. Pupil voice (with specific input from girls and less-active pupils) will shape club menus and festival entries. We will track participation by group (gender, SEND, PP) and target invitations and mentoring to under-represented pupils, alongside partnerships with local clubs and School Games events.	More pupils—especially girls, SEND, and PP—will participate regularly and report greater enjoyment and confidence in PE and sport. Attendance at clubs and festivals will rise, with a more even gender balance and sustained engagement across the year. Pupils will demonstrate improved fundamental movement skills, teamwork, and leadership, alongside positive effects on wellbeing and readiness to learn. Clear pathways into community provision will support lifelong physical activity habits beyond primary school.	Participation is unequal between boys and girls The sports offer is narrow or not appealing to all pupils. Extracurricular club attendance shows inequality Staff may favour certain sports or feel less confident teaching others Monitoring shows gaps in curriculum balance

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<p><b>Plan and monitor</b> (Complete now and monitor)</p>	<p>To broaden opportunities for all pupils to engage in competitive sport by increasing access, raising confidence, and encouraging sustained participation across a wider range of activities and events.</p>	<p>We will broaden opportunities for all pupils to engage in competitive sport by increasing access to a wider range of activities and events. This includes expanding participation in local leagues and inter-school fixtures, introducing new sports that appeal to varied interests, and ensuring targeted support for pupils who lack confidence or experience. Staff will actively promote inclusive team selection, provide additional coaching sessions, and remove practical barriers such as transport and equipment. Regular communication with families and clear timetabling will help sustain consistent participation.</p>	<p>As a result, more pupils will take part in competitive sport and demonstrate improved confidence, teamwork, and resilience. Engagement will be more evenly spread across year groups and pupil groups, including those who previously did not participate. Pupils will experience a stronger sense of belonging and achievement, and sustained involvement will contribute to improved physical health and wellbeing. Over time, school-level performance and representation in competitions will become more diverse, reflecting increased access and participation.</p>	<p>We currently do not have any teams playing cooperatively. After-school club attendance varies – some clubs are full while others struggle for numbers, which affects the pool of pupils ready to compete. Staffing and logistics create barriers – staff availability, transport, and cover sometimes limit the number of competitions we could attend. Internal competitive opportunities are not yet embedded – inter-house or in-school festivals are not happening regularly enough to build confidence in pupils who are not ready for external fixtures. We are trying to strengthen our personal development offer – and competitive sport will provide clear opportunities for character, resilience, teamwork, and ambition.</p>

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