For Schools & Trusts

PE and sport premium

Guidance and monitoring tool for governing boards

Updated September 2026

The PE and sport premium is funding allocated to primary schools that must be used to:

- make **additional and sustainable improvements** to the existing PE, sport and physical activity offer available in the school
- **build capacity and capability** in the school and make sure that improvements made to the quality of PE, sport and physical activity provision now are sustainable and will benefit pupils joining the school in future

For 2026/27, schools will receive a final payment to cover transitional arrangements before the premium is replaced by the PE and School Sport Partnerships national network from Spring 2027. The single payment will be made in the autumn term and may be spent throughout the academic year.

Governing boards are responsible for monitoring PE and sport premium spending. Governors and trustees can use the following tool to:

- ensure appropriate use of the funding (in line with conditions of grant and any other relevant financial rules and procedures)
- ensure that spending represents good value for money
- evaluate the impact of spending on pupil outcomes

Reporting requirements

All schools who receive PE and sport premium funding must publish a report on their website detailing how the funding has been spent and the impact of spending, in line with requirements set out in Department for Education (DfE) guidance. The report must be published by **31 July**.

While school leaders draft the report, governing boards should review and hold leaders accountable for how schools plan for and use PE and sport premium funding and the outcomes achieved in the previous academic year.

All schools who receive PE and sport premium funding must complete a PE and sport premium digital expenditure reporting return. These forms, once submitted, can be downloaded and published to fulfil the above reporting requirement. Governing boards should review, scrutinise and confirm funding has been used appropriately ahead of submission and publication.

Further information and resources are available via Youth Sport Trust to help schools prepare to complete the expenditure reporting return.

PE and sport premium monitoring tool

	Governing board monitoring priorities	Notes and actions
1	Schools should prioritise PE and sport premium spending in **five key areas**: • Increasing staff confidence, knowledge and skills in teaching PE and sport. • Increasing engagement of all pupils in regular physical activity and sport. • Raising the profile of PE and sport across the school, to support whole-school improvement. • Offering a broader and more equal experience of a range of sports and physical activities to all pupils. • Increasing participation in competitive sports. Refer to the reports provided by school leaders and ask questions to help you understand how spending has met any of the above key priorities.	School provides a strong PE, sport and physical activity offer. All pupils receive two hours of high-quality curriculum PE each week. This is complemented by active breaktimes and lunchtimes, giving pupils regular opportunities to be physically active throughout the school day. Team Theme coaches work alongside teaching staff to model effective practice and develop staff knowledge, skills and confidence. As a result, teachers are confident in teaching all areas of the PE curriculum. The school also provides a varied programme of extra-curricular sporting and physical activities, widening opportunities for pupils to participate beyond curriculum PE.
2	Schools should see continuing professional development (CPD) for staff as a key priority to ensure that improvements to the teaching of PE, sport and physical activity are **sustainable**. This could include: • mentoring • appropriate training • access to external resources Governing boards should monitor the quality of the CPD provided to ensure that it is effective and fit for purpose, ensuring that the school uses established quality assured local, regional, and national subject-specific and suitably qualified providers. Refer to NGA guidance on CPD for school staff for further information.	Staff development is embedded through Team Theme coaching and CPD provided by LCC. School works closely with the Preston sports partnership to offer a wide range of sporting opportunities for all abilities. Coaches work alongside teachers, providing practical modelling, mentoring and support within PE lessons. This approach builds sustainable staff expertise rather than relying solely on external delivery. Teachers are confident in teaching all areas of the PE curriculum and are increasingly able to apply their knowledge independently across the full curriculum.

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	Governing board monitoring priorities	Notes and actions
3	Evaluate how the use of the PE and sport premium fits into school improvement plans and assess the impact it is having on pupils. Consider: • the overall quality of the teaching of PE • how it assists with the development of transferrable life and social skills such as respect, fairness and resilience • the impact PE and sport have on other school priorities, values and ethos • the role of PE and sport as a vehicle to engage and raise achievement in other subjects • how PE and sport create opportunities to learn and maximise social development • how PE and sport improve pupil engagement and wellbeing Refer to reports from the school's PE lead as well as insights gained from school visits and interactions with staff and pupils. The DfE's School Sport and Activity Action Plan sets out ambitions for equal access to PE and sport for girls and boys and two hours of PE a week. Guidance is also available to help schools meet the ambitions of the physical education national curriculum and Chief Medical Officers' physical activity guidelines.	PE has a strong profile within the school. Pupils benefit from two hours of high-quality PE each week, alongside active breaktimes and lunchtimes. The combination of curriculum PE, daily opportunities for physical activity and extra-curricular provision supports pupils' physical development, engagement, wellbeing and social skills. The quality of PE teaching also strengthens the quality and sustainability across the school.

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	Governing board **m**onitoring priorities	Notes and actions
4	Assess the impact of spending on the five key areas referred to in section 1 of this tool. Also consider: • Do pupils take part in 30 to 60 minutes of moderate-to-vigorous intensity physical activity each day? • Is the school offering a wide range of sports and physical activities to pupils? • What is the school doing to encourage all pupils to take part in competitive sport? • Do all pupils leaving the school meet the minimum national curriculum requirements for swimming? • Is the profile of PE and sport promoted within the school (for example, are achievements recognised, such as in assemblies)? This list is not exhaustive – there are many ways schools can make use of PE and sport premium. Governing boards should focus on ensuring that spending results in **sustainable improvements** to the PE, sport and physical activities it provides.	The school's provision gives pupils regular and varied opportunities to be active. All pupils receive two hours of high-quality PE each week, with additional activity promoted through active breaktimes and lunchtimes. A range of extra-curricular activities broadens pupils' experiences and encourages participation beyond lessons. CPD has increased staff confidence and capability, supporting sustainable high-quality provision across all areas of the PE curriculum. Governors should continue to monitor participation, breadth of opportunities, competitive sport, swimming outcomes and the impact of provision on different groups of pupils.

This tool was produced in partnership with the Department for Education (DfE) and the Local Government Association (LGA)

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