



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



- 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)

- 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 focussed 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	N/A	N/A
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A	N/A
3. Perform safe self-rescue in different water-based situations	N/A	N/A

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	Each class received some specialist sports provision in their PE sessions, from a sports coach, with guidance and support readily available to the teaching staff. All children in the school received dance sessions (from a range of genre) delivered by SH Active in their PE lessons, which the teachers observed as part of their CPD. Teaching staff in Year 2 also observed PE lessons in wheelchair basketball, delivered by Express Coaching.	The CPD could have been more tailored to the teaching staff's needs. This year, a questionnaire will be sent out to all teaching staff to identify their weaker areas so that the support can be more targeted.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We had a huge increase in the number of children attending Derby County Community Trust events, with 154 children attending at least one event, compared to only 30 the previous year. We took part in 8 festivals and 1 competition (compared to 1 festival and 0 competitions the previous year). All reception children took part in Bikeability sessions. This has allowed all the children to develop the necessary skills required to confidently and safely ride a bike. We continued to build on our break and lunchtime provision to increase the levels of physical activity. We offered a wider variety of play through OPAL and Play Leaders from the Junior school came over at lunch times to encourage the children to join in activities. We offered a wider range of after school clubs than previously.	Although we saw a huge increase in the number of children attending a sports event outside of school, not all children had an opportunity.
3. Raising the profile of PE and sport across the school, to support whole school improvement	Throughout the year, all children received some specialist sports provision in their PE sessions, from our sports coach, which the children enjoyed. This also allowed us to attend more external events throughout the year and provide extra afterschool clubs (free of charge to parents) and lunchtime sports provision. A weekly 'Sports Award' was also available to children as a reward.	

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	We subscribed to the Primary PE Planning website to support our planning and deliver a broad range of lessons. We also subscribed to the Drumba portal and each class received half a term of Drumba lessons. Every Year 2 child received wheelchair basketball PE sessions for half a term. Feedback from the teachers and pupils was very positive. All children in the school received dance sessions (from a range of genre) delivered by SH Active in their PE lessons, which they enjoyed. A broad range of after-school clubs were delivered: CIS sports coach - basketball, multi sports, dodgeball and ABC club, SH Active - trampolining, street dance, circus skills and nerf club, Soccer Stars - a weekly football club.	The company who delivered the dance sessions did not always send the same person and staff felt that the sessions did not always build on the previous lesson. Organise a different dance company this year.
5. Increasing participation in competitive sport	30 Year 2 pupils attended a Sports Hall Athletics competition (0 competitions were entered the previous year). All pupils in Years 1 and 2 took part in a competitive Sports Day.	

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 focussing 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	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	N/A	N/A
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A	N/A
3. Perform safe self-rescue in different water-based situations	N/A	N/A

Aim	Why?	Key area	Supporting evidence
To increase staff confidence in delivering high quality PE lessons through offering more opportunities for CPD.	To raise standards in the teaching of PE lessons.	Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement	Staff questionnaires at the start and end of year to compare confidence levels Affiliate to the Derby County Community Trust Enhanced Package for weekly CPD sessions Organise for professionals to come in to deliver high quality PE lessons and CPD for staff (dance, wheelchair basketball)
To provide opportunities for Pupil Premium children to access a variety of sporting activities.	To ensure all pupils have access to a variety of sports and physical activity.	Indicator 2 - Engagement of all pupils in regular physical activity Indicator 4 - Broader experience of a range of sports and physical activities offered to all pupils	All KS1 PP children to attend at least one sporting activity outside of school Book each KS1 class onto an 'Inspire' festival
To continue to develop the physical activity offered outside of curriculum time.	To ensure that pupils get the recommended 60 minutes of physical activity a day.	Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement	To build on our OPAL provision Year 5 Play Leaders to come over to the Infant site Provide lunchtime clubs free of charge
To attend a wide range of sports competitions and festivals.	To provide opportunities to compete at different levels in the competitions and inspire 'less sporty' children at the festivals	Indicator 5 - Increased participation in competitive sport	Book onto a range of competitions (DCCT and EMET) Book onto a range of festivals (DCCT and EMET)

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 focussing 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 (2025/2026)

Your Objective:

To increase staff confidence in delivering high quality PE lessons through offering more opportunities for CPD

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase staff confidence in delivering high quality PE lessons through offering more opportunities for CPD	Buy into the Derby County Community Trust enhanced package, which will provide coaching opportunities for staff. Teaching staff to observe the coach for the first week, then deliver more of the session each week with the support and guidance of the coach. Teaching staff to receive weekly feedback. Professionals come in to deliver high quality PE sessions for the pupils and CPD for the staff (dance, wheelchair basketball)	Increased knowledge and confidence in teaching a range of areas in PE, resulting in higher quality PE lessons. An increase in pupil engagement.	An increase in confidence levels shown in the end of year staff questionnaire and in learning walks. Informal conversations with teaching staff.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Some teaching staff are now more confident in teaching quality PE lessons. They are more confident with the structure of the lessons and the technical vocabulary. They have a wider range of transferable skills, as well as warm-up and cool down ideas.	Most staff members are now more confident and can apply their learning in future PE lessons, share good practice with colleagues and help to support new members of staff. Increased confidence leads to higher-quality PE teaching, benefiting current and future pupils without requiring the same level of external support each year. Most teaching staff who received the CPD believe that they are now more confident in teaching other areas of PE too.	Informal conversations with staff were mostly positive, and the sessions were enjoyed by most staff and pupils. Staff questionnaires show a higher level of confidence compared to the start of the year for most staff members. On a confidence scale of 0-10, some staff reported an increase of 6 marks from the start of the sessions to the end. Staff reported that they had a better knowledge of how to organise lessons, particularly for mixed year group classes. They also reported that they were more confident in delivering age-appropriate lessons, using technical vocabulary at the correct level and making the teaching of skills more fun through the use of superheroes etc.	DCCT Enhanced Package – £3,500 (£7,000 split between the infants and the juniors) The One School of Dance – free Wheelchair basketball – £1,200

Your Objective:

To provide opportunities for Pupil Premium children to access a variety of sporting activities.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To provide opportunities for Pupil Premium children to access a variety of sporting activities.	All PP children to attend at least one sporting activity outside of school. Book each KS1 class onto a festival.	An increased level of participation in sporting activities out of school and an increased level of enjoyment.	Event registers Pupil voices at the end of the year
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	All Pupil Premium children in KS1 attended an 'inspire' festival, which they enjoyed and helped to raise their positive relationship with sport.	All pupils thoroughly enjoyed the 'Inspire' festivals, with 100% of classes completing the survey saying that they 'strongly agreed' that they enjoyed them. This can now be built upon through continued opportunities to participate in sport and physical activity. The festivals have increased pupils' confidence, enjoyment and willingness to participate in sport. Skills, enthusiasm and motivation developed during the events can be reinforced during PE lessons and extra-curricular activities.	Event registers Informal conversations with pupils confirmed how much they enjoyed the events and how they were inspired by them. Photographs show PP children engaged at the events with a high level of enjoyment. Pupil voice results show that 100% of the classes completing the survey, reported that they 'strongly agreed' they enjoyed the festival they attended.	DCCT affiliation – £1,950 EMET events – free Transport - £1,075

Your Objective:

To continue to develop the physical activity offered outside of curriculum time

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To continue to develop the physical activity offered outside of curriculum time.	Build on our OPAL provision - add extra equipment and have weekly assemblies for staff and children to focus on different aspects of play. Introduce Play Leaders. Y5 Play Leaders to come over to the infants to support with active play. Provide lunchtime clubs free of charge – run by our sports coach and SH Active. Provide a wide range of afterschool clubs – run by school staff, SH Active, DCCT and Soccer Stars.	Pupils reaching their recommended 60 minutes of physical activity a day. Pupils trying out new sports. Play Leaders developing their leadership skills whilst helping to engage others in physical activity and play.	More OPAL activities introduced OPAL assemblies Year 5 Play Leaders trained up and helping to promote play at lunchtimes Sports coach and SH Active provide lunchtime clubs School staff, SH Active, DCCT and Soccer Stars provide afterschool clubs
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children being more active at break and lunchtimes A reduction in behaviour issues Play Leaders are developing their leadership skills and are helping to guide children into a range of physical activities	Yes, it is sustainable. Year 5 Play Leaders have been trained to support active play in the infant playground during lunchtimes. This leadership programme is now embedded within the school, so current Play Leaders can help train up new Play Leaders annually with minimal funding. Parents and the community can continue to provide equipment and resources free of charge. We will continue to provide extra-curricular clubs that are parent paid and therefore do not require any funding or are staff led and so free to attend.	Observations Extra-curricular timetable Club registers OPAL photographs We have seen a reduction in behaviour issues. Children are more active and more occupied.	OPAL subscription - £1,979 SH Active – £3,040 Soccer Stars – free (parents pay direct) DCCT – part of the enhanced package

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