

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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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	50% From the starting point (a number of pupils had no confidence to go into the water), all were able to confidently enter and spend time in the pool	Children needed more development of strength to enable them to swim competently and proficiently to 25m distance. A few students had catch up sessions, but this progress was not made in the short amount of time given
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	39% Considering the starting point of many of the pupils this was a very pleasing achievement	Less able swimmers focused on water confidence and not swimming strokes
3. Perform safe self-rescue in different water-based situations	33% Children enjoyed these sessions and all were included in the sessions	Time restrictions meant not all could develop the swimming skills to achieve this A number of children did not attend or have correct equipment/clothing for the sessions

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	Development of new curriculum plan Relevant staff had continued swimming support to develop confidence to lead a small group. Several staff took children to externally run sessions that also acted as resource to develop understanding etc. EYFS staff attended balance bike training. Staff voice in staff meetings Lesson observations Subject leader monitoring records Attendance at Derbyshire County Council PE network meetings	PE is still an area where some staff lack confidence and further CPD and team teaching will be offered. Adapting lessons for SEND continues to be a priority with a focus on full inclusion in the main lesson where possible. Introduction of new PE package more accessible for pupils
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Introduction of full after school program Forest School sessions introduced and Forest School area improved. Pupil voice surveys Development of OPAL ensuring all pupils were involved in activity at lunch. There was no noticeable difference in the involvement of lessons between girls and boys	Although all children would have a role in the lesson this area needs continue development as a new PE package will be introduced.

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	Team kit purchased Celebration of success in assembly Attendance at football and cricket festivals Young leaders taking and sharing photographs of positive activity in assembly Continued development of house for sporting activity – results shared on noticeboard and in assemblies External cricket coach brought in to raise the profile of cricket	Due to OPAL there were less recognised sports clubs at lunchtime. Other than curriculum activities, very few alternatives available
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	Pupils accessed football, girls' football, cricket, gymnastics, tennis and basketball clubs and OPAL experiences. Opportunities were provided beyond the National Curriculum and promoted participation for all groups of pupils. Year 5 and 6 pupils attended a charity fundraising event the local golf club Club registers Communication with parents regarded clubs on offer Unleash your drive results	Not all pupils accessed extracurricular opportunities and further work is required to engage the least active pupils.
5. Increasing participation in competitive sport	Attended sporting festivals Part of the local football league We always entered a mixed team Introduction of house events	Increase commitment of pupils to allow entry to more festivals More intra sporting events

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	60% From the starting point (a number of pupils had no confidence to go into the water), all were able to confidently enter and spend time in the pool	Children needed more development of strength to enable them to swim competently and proficiently to 25m distance. Unfortunately, no catch-up time was available.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	45% Considering the starting point of many of the pupils this was a very pleasing achievement	Vast majority of the children were given the opportunity to develop different strokes. Children with no prior swimming experience focus on general water competency
3. Perform safe self-rescue in different water-based situations	70% Children enjoyed these sessions and all were included in the sessions.	Time restrictions meant not all could develop the swimming skills to achieve this

Aim	Why?	Key Area	Supporting evidence
Improve staff confidence and subject knowledge in PE	Improve the quality of teaching and delivery of the whole curriculum	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff meetings CPD sessions led by external providers
Increase the engagement and development of pupils	A number of disaffected pupils who cannot access the curriculum. Develop the focus of lessons to enable more success for all pupils More pupils involved in high quality extra curricular clubs Ensure all target groups are catered for.	Increasing engagement of all pupils in regular physical activity and sporting activities	Introduction of new curriculum Staff training on new curriculum (RealPE) External providers used to deliver activities Alternative activities introduced (golf, archery etc.) External teacher used to work alongside class teacher delivering girls specific sessions
Increase participation of regular physical activity	To encourage positive attitudes to physical activity	Increasing engagement of all pupils in regular physical activity and sporting activities	Continued development of OPAL Introduction of regular Forest School sessions 2 PE lessons to be delivered each week for all students
Raise the profile of PE and an active lifestyle	To encourage positive attitudes to physical activity.	Raising the profile of PE and sport across the school, to support whole school improvement	Staff supplied with sports hoodie to wear in PE lessons Sporting achievements (internal and external) shared in assemblies House activities delivered during lesson time and celebrated in assembly
Broaden sporting experiences and to raise engagement and interest in physical activity	To provide opportunities to experience a wide range of physical activities and explore different roles in sport.	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	Continued development of 'Unleash Your Drive' including sessions at the golf club External providers delivering sessions of sports not covered on the curriculum Pupil voice/surveys Regular Forest School sessions OPAL assemblies and pupil leaders
Increase opportunities for participation in competitive sport.	To develop confidence, resilience, teamwork and sporting experiences.	Increasing participation in competitive sport	Participation in 5 district festivals Participation in county finals Entry in all girls football tournaments (St Anselm's) Participation in local football league

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
- Improve staff confidence, knowledge and skills through the Rural Derbyshire Sports Partnership, DCC Primary PE meetings, PE Lead release time, targeted CPD and external providers to support and upskill teaching staff. Focus 1,3
- Increase engagement in regular physical activity through after-school clubs, house events, OPAL, Forest Schools, change of curriculum plan and external providers to deliver session of alternative sports. Focus 2,3,4
- Improve inclusion and participation for SEND pupils and girls through targeted sessions and introduction of new curriculum. Focus 4,2
- Broaden physical activity experiences through regular Forest School provision for every year group and introduction of alternative sports. Focus 2,4,3,5
- Increase participation in competitive sport through entry into different festivals/competitions and intra school events. Focus 5

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)	Improve staff confidence, knowledge and skills.	Through the Rural Derbyshire Sports Partnership, DCC Primary PE meetings, PE Lead release time, targeted CPD and external providers to support and upskill teaching staff.	Teachers more confident to deliver all areas of the curriculum Teachers to be enthusiastic to teach across the PE curriculum Teachers to share experiences with each other	Staff voice Lesson observations Curriculum monitoring
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More consistency in the delivery of PE Positive relationship with staff and the curriculum Increase use of equipment and other resources More involvement in lessons from all pupils.	Staff to team teach PE meeting added to staff meeting plan	Monitoring Staff voice Meeting minutes	£3500 Affiliation of RDSSP, DCC Primary PE, external providers and training, subscription to RealPE, release time for staff

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 engagement in regular physical activity.	Through after-school clubs, house events, OPAL, Forest Schools, change of curriculum plan, increase curriculum hours and external providers to deliver session of alternative sports. Investment in equipment and resources	Improved engagement, increased skill and physical fitness levels and increased enthusiasm.	Monitoring assessments Pupil voice Curriculum hours Implementation of curriculum plan Forest school attendance Reduction in 'wet plays' Attendance at clubs External providers voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased participation to 90+% as all children and a role to play in the sessions even if they were injured or didn't have correct PE kit. Regular forest school sessions were introduced for all pupils. There was a large reduction in 'wet plays' Very few requests to miss lessons	Continued development of afterschool club program Introduction of more lunchtime clubs Commitment to outdoor play Continued investment into CPD	Monitoring assessments Forest school registers Lunchtime behaviour log Registers	£8000 Forest school staffing OPAL staffing External providers CPD Equipment and resources

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)	Improve inclusion and participation for SEND pupils and girls.	Through targeted sessions and introduction of new curriculum. CPD for staff	Increase in involvement of PE lessons and physical activity outside of lesson time. Increase in number of SEND pupils to be involved in lessons with peers.	Attendance in PE lessons Attendance of clubs and fixtures Involvement with clubs outside of school
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Most SEND pupils actively involved in PE lessons No difference in involvement between girls and boys	Trained staff and more confident teachers Continued use of RealPE	Lesson planning Monitoring Pupil voice Attendance in lessons Number of girls representing school teams A number of girls joined the local football team	£1000 Implementation of RealPE CPD for staff External providers (inc extra sessions from RDSSP)

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)	Broaden physical activity experiences.	Through regular Forest School provision for every year group and introduction of alternative sports. Activity week for Year 6, outdoor adventurous days with Whitehall, alternative sport days.	Improved confidence, resilience, teamwork and engagement in outdoor physical activity.	Participation records, pupil voice and teacher observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Great confidence in lessons More motivation to try new skills and techniques Building relationships with other pupils Development of leadership skills Access to Forest School	Continued investment to outdoor learning and play Purchase of equipment that support alternative activity Teaching staff to use skills learnt and developed alongside external providers	Participation and enthusiasm has improved Monitoring data	£3000 Other costing is covered in other objectives

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 competitive sport.	Through entry into different festivals/competitions and intra school events. Purchase and access to team kit. Better resources to help prepare for events Staff time invested into preparation for events	Increased participation, confidence, teamwork and leadership skills.	Attendance at events Success at events Completion of leadership course
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	An increase in participation Success including reaching Derbyshire finals Greater confidence	Teacher led clubs Entry and participation in festivals and fixtures	Attendance at clubs and fixtures Improved success at events	£1000 Youngs leaders training and affiliation Buses Equipment Staff time