

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 Years 3 and 5 also observed PE lessons in golf and wheelchair basketball delivered by professionals.	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 achieved a huge increase in the number of children attending sports competitions and festivals run by the Derby County Community Trust, with 342 (77%) children having the opportunity to attend at least one event (up from 261 the previous year). We entered 24 DCCT 'Achieve' competitions and 12 DCCT 'Inspire' festivals (up from 16 and 10 respectively the previous year). Last year, we also entered 2 'Plus' festivals, aimed solely at SEND children, which we have never entered before. Many children across all year groups had the opportunity to compete competitively. Every Pupil Premium child was given the opportunity to attend an event, with many 'less sporty' children across all year groups attending at least one festival, accessing a range of sports in a non-competitive manner. 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 achieved the OPAL platinum accreditation. SH Active ran lunch clubs in dodgeball and football, as identified in pupil voices at the start of the year. These were popular and had a good take up. We also 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, a small minority of pupils refused to attend the 'inspire' events.

3. Raising the profile of PE and sport across the school, to support whole school improvement	The children were given a sense of pride through certificates being celebrated in assemblies and write-ups of events and photographs published in the weekly newsletter. 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 after-school clubs (free of charge to parents) and lunchtime sports provision. A weekly 'Sports Award' was also available to children as a reward. 25 children from Year 3 had the opportunity to dance on stage at Derby Theatre at the Celebration of Dance. We also had an increase in the number of girls attending football events, with 4 competitions and 1 festival. A girls' only 'Wildcat' football club and girls only lunch clubs were also introduced.	
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	Every Year 5 child received wheelchair basketball PE sessions for half a term, with an opportunity to attend an after-school club too. Feedback from the teachers and pupils was very positive. A group of pupils then competed in a tournament against other schools in our trust. All Year 3 children received golf lessons as part of their indoor PE sessions for half a term, delivered by a PGA golf professional. They then had the opportunity to attend a specialised golf session at Morley Hayes driving range on a Saturday morning, which had a good take up. Aaron also ran a fully booked afterschool club for Years 3-6. The first five sessions were held at our school with the final session being held at Morley Hayes driving range. All children in the school received dance sessions (from a range of genre) delivered by SH Active in their PE lessons, which they enjoyed. We increased our afterschool club provision and widened the variety of clubs on offer. CJS staff have provided clubs in NFL, athletics, tri-golf, basketball, cricket, tag rugby, drumba, lacrosse, yoga and dance. Soccer Stars continued to run their weekly mixed club and introduced a 'Wildcats' girls' only 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.

	A PGA golf professional delivered golf sessions in school and at Morley Hayes driving range. Express Coaching delivered a wheelchair basketball afterschool club. SH Active have provided clubs in zorbing, archery, parkour and Nerf wars. SH Active have run lunch clubs in dodgeball and football, as identified in pupil voices at the start of the year. These have been popular and had a good take up. We subscribed to the Primary PE Planning website to support our planning. We delivered a broad range of lessons, from traditional gymnastics and invasion games to more alternative lessons such as self-defense and mini muay Thai. We also subscribed to the Drumba portal and each class received half a term of Drumba lessons.	
5. Increasing participation in competitive sport	Last year we saw an increase in the number of children participating in competitions. We entered 24 DCCT 'Achieve' competitions (up from 16 the previous year). We achieved success in many competitions: We were overall winners at the Y3/4 Sports Hall Athletics competition. We came 2nd out of 14 schools in the track and field competition. We won the Year 5/6 rounders competition. We won the mini basketball competition and progressed onto the county finals where we came second. Our girls' football team won the mini soccer competition, progressing onto the county finals and then progressing onto the regional finals at the Vale Stadium in Birmingham. Our boys' football team were runners up in the EFL kids' cup final after winning the city competition. All children got to compete competitively on sports day. We achieved the gold School Games accreditation mark award (the highest possible in the first year of applying) in recognition of our development of competition across our school and into the community.	

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 (particularly for staff moving into a different key stage).	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	Send out 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, rugby, 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 PP children to attend at least one sporting activity outside of school To book onto at least one 'Inspire' event per year group— priority given to PP children
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 Introduce Play Leaders 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) Book onto SEND events Work towards achieving the School Games Mark
To build further links with outside sports clubs.	To inspire pupils to continue with a sport outside of school.	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	Build links with local clubs and invite them in to deliver sessions - The One School of Dance - Melbourne Rugby Club

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, rugby, 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	Teaching staff have a wider range of skills and knowledge and are more confident in delivering lessons.	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.	Informal conversations were very positive, and the sessions were enjoyed by staff and pupils. Staff questionnaires show a higher level of confidence compared to the start of the year. On a confidence scale of 0-10, all participants increased their score between 3 and 6 marks from the start of the sessions to the end. 100% reported that they were now more confident in teaching other areas of PE too. 75% strongly agreed and 25% agreed that the sessions had been useful. Staff reported that they had a better knowledge of technical vocabulary, lesson structure, ideas for activities (particularly warm-ups and cool downs), planning and progression.	DCCT Enhanced Package – £3,500 (£7,000 split between the infants and juniors) The One School of Dance – £2,870 Wheelchair basketball – £1,800 Melbourne Rugby - free

Your Objective:

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



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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	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 onto at least one 'Inspire' event per year group – prioritise PP children Professionals from local clubs (dance, rugby, wheelchair basketball) to come into school to deliver sessions in curriculum time.	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 PP children have had the opportunity to attend a sporting event out of school. PP children have shown a great amount enjoyment at the events.	Yes, this is sustainable because of the positive experience that at least 83% of PP children had, which can 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.	Informal conversations with pupils confirmed how much they enjoyed the events and how they were inspired by them. Photos show PP children engaged at the events with a high level of enjoyment. Pupil voice results show that 83% of pupils 'strongly agreed' or 'agreed' that they enjoyed the festival they attended (12% weren't sure).	DCCT affiliation – £1,950 EMET events – free Transport - £2,965

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 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. A reduction in behaviour issues.	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 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.	Extra-curricular timetable Club registers OPAL photographs We have seen a reduction in behaviour issues. Children are more active and more occupied.	OPAL subscription - £1,775 SH Active – £4,560 Soccer Stars – free (parents pay direct) DCCT – part of the enhanced package

Your Objective:

To attend a wide range of sports competitions and festivals.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To attend a wide range of sports competitions and festivals	With the Derby County Community Trust affiliation, book onto a range of competitions and inspire festivals (including SEND) Attend EMET events Add more of a competitive element to sports day this year	An increased number of pupils taking part in events (competitions and festivals) An increase in enjoyment and desire to take part in competitions Pupils developing their PRIDE values when attending the competitions; particularly partnership, risk taking and determination	Event registers Photos Pupil voices at the end of the year Apply for the School Games Mark
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils have shown a real sense of achievement and pride. Pupils have developed their PRIDE values – particularly partnership, risk taking and determination. 25 sporting events have been attended this year: 9 festival style events 16 competitions We had the following success: - we won the Derby City Tag Rugby competition, leading on to the county finals - we came third in the Derby City Track and Field competition (against 13 other schools) - we saw lots of personal success in the cross country, with the Y5/6 boys making the county finals - we came 3rd overall in the Y5/6 Indoor Athletics competition	During the Autumn Term this will be sustainable with the PE funding. After this, it will be dependant on what is put in place in terms of School Sports Partnerships. More competitions and festivals will be organised through our trust schools, along with more intra-school competitions.	Newsletter write-ups Photographs We achieved the Gold School Games Mark (the highest possible grade in the second year of applying), demonstrating that we have met the national criteria in delivering a high-quality, inclusive PE, physical activity and school sport programme. Pupil voice results show that 82% of pupils who attended a competition, ‘strongly agreed’ or ‘agreed’ that they enjoyed it (11% weren’t sure). 83% of pupils who attended a festival, ‘strongly agreed’ or ‘agreed’ that they enjoyed it (12% weren’t sure).	DCCT affiliation – £1,950 EMET events – free Transport - £2,965



Your Objective:

To build further links with outside sports clubs.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To build further links with outside sports clubs	Contact local clubs and organise for them to come into school to run sessions and promote their club	An increase in pupil engagement Pupils taking up new sports outside of school time	The One School of Dance and Melbourne Rugby Club to come into deliver sessions during PE lessons Pupil voices at the end of the year
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Positive feedback from the pupils and staff after the dance and rugby sessions. Many children were inspired to join a club due to the sessions in school.	Yes, strong links have been made with local sports clubs. We will continue to promote the clubs to create participation pathways for our pupils. We are continuing to work alongside Melbourne Rugby Club next year free of charge. We hope to work with The One School of Dance again.	Pupil voice results show a positive impact. Children made comments such as, 'I've never been a fan of dance but ever since someone came in from a dance school to teach us, I've been okay with it'. Many responses showed that they were inspired to join a club because of what they had done in school.	The One school of Dance – £2,870 Melbourne Rugby Club – free

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