

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



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

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	<p>Staff have access to the PESSPA lead and new curriculum to support planning, delivery and assessment for PE.</p> <p>PESSPA lead carried out learning walks of staff teaching PE and was able to feedback and give clear guidance of what went well and any next steps.</p> <p>PESSPA lead was provided with knowledge and skills to lead the subject through meetings and CPD.</p> <p>Specific support staff trained in physical literacy which is delivered accordingly.</p>	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	<p>Active breaks were introduced for some children to allow those children to transition more easily between different lessons and when moving around the school.</p> <p>All children participated in at least 2 hours a week of high-quality activities. This ensures and promotes physical movement – fundamental skills, hopping, skipping, jumping, coordination etc. Healthy physical activity promoted during break, lunch and outdoor times, including forest school, throughout the school.</p> <p>Our “Healthy Heart Week” held annually further promotes activity and awareness.</p> <p>Participated in the Derby City Council’s Big Walk and Wheel event which encourages children (and their parents) to walk or cycle to school.</p> <p>Children with SEND have equal opportunities (with the required support) to participate in all school led activities.</p>	

<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>PESSPA policy updated at least annually to reflect any changes.</p> <p>Sports Day held annually - parents invited and our PTA in attendance to offer refreshments giving the event a real community feel.</p> <p>All teaching staff wear PE kit on PE days in line with the children.</p> <p>Local activity events shared with parents via Take Home Tuesday email and class dojo.</p> <p>Celebrate our children's attendance and sporting achievements at festivals and competitions held both in and out of school. This is done in weekly assemblies and via communications sent home on class dojo.</p> <p>Noticeboard in school displaying activities and awards.</p>	
<p>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</p>	<p>After school clubs (when available) are offered to children with funding available for disadvantaged children.</p> <p>Aim for all children to take part in at least one school sports festival (organised by DCCT)</p> <p>Weekly yoga sessions for children in EYFS.</p> <p>Support for EYFS and KS1 in fine and gross motor skills.</p> <p>Our PTA run two sponsored activity challenges in the form of the Jingle Jump and Bunny Hop obstacle courses.</p> <p>Tennis coach delivered lessons to all children in the summer term</p>	
<p>5. Increasing participation in competitive sport</p>	<p>Sports Day held annually.</p> <p>Inter school challenges participated in where possible e.g., KS1 gymnastics and dance competitions</p>	

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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 ensure PE is being delivered consistently and is high quality through monitoring, learning walks, pupil voice and feedback to staff.	Ensure children are receiving the national curriculum criteria and this is high quality.	<p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p> <p>Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>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</p> <p>Increasing participation in competitive sport</p>	<p>2 hours per week timetabled for PE for each class.</p> <p>Learning walk monitoring</p> <p>Up to date resources and correct equipment ordered.</p> <p>Pupil voice and Staff feedback and questionnaire</p>
To develop lunchtime physical activity for all children.	Ensure children are being encouraged and provided with the best opportunities to support physical activity.	<p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p> <p>Increasing engagement of all children in regular physical activity and sporting activities</p> <p>Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>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</p>	<p>The importance of physical activity during the lunch break is outlined during training delivered by PESSPA lead which also provides staff with games/activities/ideas to facilitate when outside.</p> <p>Introduction of “Mini Play Leaders” by the senior MDS encourages the children to lead and take part in lunchtime activity.</p>
To promote healthy physical activity during break and other outdoor times throughout the school.	To ensure children undertake additional activities over and above the the required 2 hour minimum weekly activity	<p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p> <p>Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>Raising the profile of PE and sport across the</p>	<p>Raising physical activity awareness to all staff and importance of this.</p> <p>Active breaks throughout the day for all children to support physical activity (and regulation) with specific children to have more active breaks.</p>

		<p>school, to support whole school improvement</p> <p>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</p>	
<p>To provide a variety of sporting opportunities and experiences for all of our children (with a focus on vulnerable learners and girls).</p>	<p>To ensure children are accessing and being provided with a range of opportunities to try different sporting activities, clubs and festivals.</p> <p>To inspire children to be more active with different physical activities/sports.</p>	<p>Increasing engagement of all children in regular physical activity and sporting activities</p> <p>Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>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</p>	<p>DCCT after school football club for all children in KS1, and then, in the spring, to all year groups.</p> <p>Cycle Derby for 3 balance bike sessions for children in KS1.</p>
<p>To promote physical activity indoors on a regular basis.</p>	<p>To ensure children are able to access and enjoy physical activity throughout the school day, regardless of the weather.</p>	<p>Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>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</p>	<p>Yogabugs subscription to deliver in person weekly yoga sessions to children in EYFS.</p> <p>Yogabugs subscription to virtual learning to allow access for all classes.</p> <p>Jump Start Jonny subscription to facilitate regular (daily) activity for all classes.</p> <p>Cosmic Kids subscription to facilitate regular (daily) activity for all classes.</p>

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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)

Example objective shown below is for reference purposes only:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To ensure PE is being delivered consistently and is of a high quality through monitoring, learning walks, pupil voice and feedback to staff.	Through PE learning walks and monitoring. Staff questionnaire to support their confidence At least 2 hours per week timetabled for PE for each class, with appropriate resources and correct equipment provided. Ensure a quality, approved curriculum is followed (Get Set 4 PE). Affiliate to DCCT for training and updates.	All staff to be more confident with teaching of PE with any areas of development to be addressed and bespoke CPD to be put in place to support. All children more engaged in high quality PE lessons, as a result children's attainment to increase. All PE lessons to be of consistently high quality as well as adapted and scaffolded to meet all children's needs	Regular PE learning walks and monitoring. Staff questionnaire, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff said they agree or strongly agree they have the curriculum knowledge to deliver PE. Staff have access to online resources and planning from Get Set 4 PE to ensure progression of knowledge and skills are being taught . From learning walks, staff are using accurate and subject specific vocab and have access to the right resources needed to teach the lesson successfully.	Yes – all classes are timetabled for 2 hours of PE weekly. Staff are feeling confident they have the knowledge to deliver their PE curriculum. From learning walks, staff have demonstrated key vocabulary and subject knowledge; learning walks will continue to be carried out to ensure this is continued.	Staff voice – staff agree or strongly agree they have the knowledge to teach a broad and progressive PE curriculum and how to structure a lesson to ensure all the key elements. Learning walk/monitoring feedback – witnessed all staff using subject specific vocabulary when teaching.	Get Set 4 PE £360 DCCT affiliation £1950 Staff cover for PESSPA lead to complete learning walks £220 per day x 3 (once termly) Total £660 Staff cover for PESSPA lead to attend conferences, training and meetings £220 per day x 2 Total £440 Staff cover for PESSPA lead to research appropriate PE scheme £220 per day x 2 Total £440 Management time for PESSPA lead to train staff Get Set 4 PE £220 per day x 1 Total £220

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To develop lunchtime physical activity for all children.	<p>Develop children's leadership skills through our mini playground leaders.</p> <p>Support staff CPD training.</p> <p>Ensure a range of equipment is available.</p> <p>Ensure all staff know what is expected during lunch/break times.</p> <p>Ensure midday team are suitably trained and confident to use the resources available.</p>	<p>All staff to be engaging and facilitating active play through games/activities including modelling being physically active daily. Children confident to be a mini play leader leading games and encouraging more children to participate in physical activity while outside.</p> <p>A member of staff leading some form of group activity – perhaps dancing movement with music outside.</p> <p>A happier, more active playground that meets the needs of all pupils especially those with SEND.</p>	<p>Regular (scheduled and unscheduled) observations of the playground to gauge activity levels and staff engagement with facilitating physical activity.</p> <p>Staff voice and feedback.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>Staff are more engaged and facilitating activities for children to participate in at lunch time.</p> <p>More children are physically active during this time</p>	<p>Yes – staff have been trained in this and feedback given. Ongoing support and reminders face to face or via email.</p> <p>New staff can be trained to apply the same practices.</p>	<p>Staff have noticed more engagement and physical activity from most children. Children are wanting to be involved and help with games/activities.</p> <p>Behaviour/first aid incidents at lunchtimes reflect amount of engagement in activities provided.</p>	<p>Staff cover for PESSPA lead to allow for regular lunchtime observations £220 per day x 1 Total £220</p> <p>Payment for PESSPA lead to train/update MDS team £220 per day x ½ day Total £110</p> <p>Resources for lunchtime £100</p> <p>Daily additional hours for physical activity support at lunchtime for children with SEND £2675</p>

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To promote healthy physical activity during break and other outdoor times throughout the school.	Ensure children undertake additional activities over and above the the required 2 hour minmum weekly activity. Free flow access to outside areas immediately adjacent to the external classroom door for all children to allow for child led activity or to include small games. Maintain and repair existing apparatus/equipment. Sports Day for whole school. Healthy Heart Week further encourages all children to get active. Encourage regular use of the trim trail.	Children to be engaged and enjoying physical activity on a regular basis. Staff to be facilitating the use of the resources and the outdoor area available to them throughout the school day.	Regular observations by PESSPA lead and feedback from teaching staff with regard to the successful use of the outdoor provision.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	More children engaged in different physical activities at more times of the day.	Yes, continue to ensure access to the outdoors is available together with any resources as required (e.g. water, sand, balls etc).	Teaching staff have noticed more engagement and physical activity from most children.	SportSafe (PE equipment inspection) £150 Sovereign (trim trail safety inspection) £400 Sovereign repairs to trim trail £2492 Staff cover for PESSPA lead to audit existing equipment £220 per day x ½ Total £110 Staff cover for PESSPA lead to arrange and implement Heathy Heart Week £220 per day x ½ day Total £110 Cover for PESSPA lead to organise and co-ordinate Sports day £220 per day x 1 Total £220 Medals, ribbons etc for Sports Day £100

Your Objective:



association for
PHYSICAL EDUCATION



	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 a variety of sporting opportunities and experiences for all of our children (with a focus on vulnerable learners).	<p>Booking different workshop opportunities</p> <p>Arranging activity-based trips</p> <p>DCCT coach providing afterschool club on a weekly basis during all 3 school terms.</p> <p>Balance bike training sessions for children in KS1</p> <p>Teacher led activity clubs</p>	Children inspired and taking part in a variety of opportunities as well as experience a physical activity/sport they may not have done before.	Monitoring of all club and trip participation, encouraging those who may not have attended previously to attend in the future.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>Both girls and boys as well as children with SEND have joined in the DCCT after school football club. Participation has increased with a waiting list now active.</p> <p>Children appear inspired by the different experiences/physical activities provided.</p>	<p>Yes, continue affiliation to DCCT – children have developed positive relationships with the regular coaches.</p> <p>Continue with specific training for staff regarding children with SEND.</p>	<p>DCCT led clubs happened over 3 terms</p> <p>Teacher led activity clubs held and were well supported.</p>	<p>Lieu day payments for teachers leading out of hours sports clubs £220 per day x 4 Total £880</p> <p>Funding available for disadvantaged children to take part in paid for clubs £300</p> <p>Cost of transport to DCCT fundamentals festivals and competitions x 5 Total £995</p> <p>Lieu days/cover for teachers coaching children prior to competitions and then attending competitions £220 x 3 days Total £660</p> <p>Lieu days for SENCO to deliver training for children with SEND £220 x 2 Total £440</p>



– **Your Objective:** _____

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To promote physical activity indoors on a regular basis.	<p>All classes utilise Jump Start Jonny or Cosmic Kids on a regular, mostly daily basis as a “brain break” to energise and regulate the children.</p> <p>Children in EYFS participate in professionally led yoga sessions on a weekly basis.</p> <p>All children have access to virtual Yogabugs at any time.</p>	<p>Children engaged in regular physical activity.</p> <p>Children feeling more regulated and ready to learn.</p> <p>Children develop core strength to encourage physical wellbeing, develop gross motor skills and balance.</p>	Regular positive reports from teaching staff and children alike as to how much they enjoy Jump Start Jonny and generally being active in the classroom.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>More children engaged and ready to learn.</p> <p>Improved physical skills including gross motor skills and balance.</p>	<p>Yes – continue to ensure physical activity is promoted in the classroom.</p> <p>Continue to ensure teaching staff have access to the correct training, support and resources.</p>	<p>Yogabugs subscription to deliver in person weekly yoga sessions to children in EYFS.</p> <p>Yogabugs subscription to virtual learning to allow access for all classes.</p> <p>Jump Start Jonny subscription to facilitate regular (daily) activity for all classes.</p> <p>Cosmic Kids subscription to facilitate regular (daily) activity for all classes.</p>	<p>Yogabugs subscription £2275</p> <p>Yogabugs virtual subscription £500</p> <p>Jump Start Jonny subscription £279</p> <p>Cosmic Kids subscription £50</p>

This page has been left blank for any notes or supporting information.