



PE and sport premium monitoring and tracking form 2025/2026

Commissioned by



Department
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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:

- [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)



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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 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 meters	1/13 (8%) of children can perform safe self-rescue in different water-based situations	These Year 6 children missed out going swimming due to the impact of Covid when the children were in Year 3 and 4.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	2/13 (17%) of children can use a range of strokes effectively	These Year 6 children missed out going swimming due to the impact of Covid when the children were in Year 3 and 4.
3. Perform safe self-rescue in different water-based situations	2/13 (17%) of Year 6 children can swim confidently and proficiently over a distance of at least 25 metres.	These Year 6 children missed out going swimming due to the impact of Covid when the children were in Year 3 and 4.

Review of the last academic year (2024/2025)



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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	- Staff have engaged within CPD through observing and engaging with the PE coach during lessons. 86% of staff feel more confident in teaching PE. - PE subject leader has created an action plan to inform good practice within school. Long term plan shows progression and PE lead has shared information with other subject leaders about 60 minutes of physical activity and planning how we can implement this into other subjects. Subject lead aware of new competitions for 2025/ 2026.	Some staff still not engaging within the PE lessons to support/challenge children in PE
2. Increasing engagement of all pupils in regular physical activity and sporting activities	- All midday staff have had CPD and they are using the CPD during lunch time. - Feedback says that all staff are happy with the way lunch time is now running after the CPD and timetable structure. - All classes participated in National Fitness Day and all classes were timetabled in to engage with the activity. Through this, PE and PSHE, children have been taught and are aware about healthy eating, why we need a healthy lifestyle and why we need to stay active. 82% of Mini leaders say that they enjoy being a mini leader. - All mini leaders said that children enjoy engaging in mini-leaders activities, doing lots of different games and teaching the school other games. - KS1 and KS2 engage with Tuesday Trot. - Children like to collect the beads and earn their sticker for the 1 mile that they run. - Staff encourage children to participate. - After the mid-day CPD, new resources were purchased so the games could be played. - Middays said that this has helped at lunch times with engaging the children in participating in games and sports. - PE resources are replenished and are stored in the PE cupboard and are clearly labelled. - Children said that they enjoy having the new resources.	Resources need replenishing (balls)



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3. Raising the profile of PE and sport across the school, to support whole school improvement	• We have the wall of fame, PE Board and website that showcases the achievements and participation of events. • Children are recognised and awards are given out during Friday's celebration assemblies. https://www.ironvillecodnorpark.derbyshire.sch.uk/sports-competitions/ • Gold award achieved for the School Games Mark • Silver award achieved for the School Games Mark Inclusion	SHINE Trust has not subscribed to YST this year and not informed the PE Coordinator
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	• As a school, we have worked with AVSSP to plan the PE curriculum, reviewing the LTP for next year. • High take up for afterschool PE. However, towards the end of Spring Term 2 and Summer term, take up has declined. After discussion with the children who attend the clubs, majority of children said that they enjoyed coming and being involved and have learnt new skills and knowledge with some children wanting to pursue activities further such as football teams, gymnastics outside of school. • After a discussion with the children, all children said they feel more confident using bikes and cycling on the paths and the road. • PE coach feedback states that the children have had a positive impact from engaging with physical literacy. • Children have said that they have better co-ordination and that it has helped them get better at sports.	• Summer Two afterschool club numbers declined •
5. Increasing participation in competitive sport	• Due to funding, this only happens twice a week when the PE coach is in school. • School have only engaged with 15 competitions. • Staff have been able to take the children to the events. • More children have been to events and a range of different children have been to the events.	Due to staff meetings, TA meetings and SLT staff have been unable to attend at least 18 competitions.

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	8/16 (50%) of Year Four children can swim confidently	Many pupils have not experienced swimming before and are nervous of the water. Due to the Year 3 pupils only attending for a term each, it is difficult to get them to this level in such a short time frame. 12/20 60%
2. Use a range of strokes effectively (front crawl, backstroke, breaststroke)	5/16 (31%) of Year 4 pupils and two Year 3 pupils can use at least two strokes effectively	Technique development is a priority. Stamina should be worked on too. 12/20 60%
3. Perform safe self-rescue in different water-based situations	8/16 (50%) of pupils can float on their front and back. Six pupils can tread water for a minimum of 60 seconds All pupils can safely exit the pool	Water safety needs emphasis (a reservoir within school vicinity) 12/20 60%

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting Evidence
To enter at least 12 sports competitions (2 per half term)	Entering 12 competitions a year (2 per half term) gives more children the chance to experience sport beyond lessons, encouraging wider participation, knowledge, confidence, and enjoyment through extra-curricular opportunities. 6 competitions – due to staffing	KPI1: Increasing participation in competitive sport	- Entry confirmation email - Records of pupil participation - Gold School Games Mark - Photographs in weekly newsletter and/or on school website
To achieve the Youth Sport Trust's Gold Quality Mark as a result of the school's self-assessment against key Ofsted criteria and a case study submission.	External recognition of the embedded PESSPA provision that ICP has in place, and the wider impact this has on school improvement, is provided. SHINE MAT is not part of the YST	KPI3: Raising the profile of PE and sport across the school, to support whole school improvement	- Accredited as a YST Quality Mark Gold school. - Detailed feedback from our YST Development Manager.
To enhance playtime provision by remarking the playground to encourage children to become more active.	Remarking the playground will enhance playtime provision by creating active zones that encourage more children to move, play, and engage in physical activity. It supports healthier habits and makes playtimes more purposeful and inclusive. Children enjoy the new playground and enjoy the new stations	KPI2: Increasing engagement of all pupils in regular physical activity and sporting activities	- Photos on the school website - Child's voice

Commented [KJ1]: Football Plus, Panathalon Plus, Dodgeball Plus, Sports Hall Plus, Multisport Festival Plus, Y1/2 Dodgeball



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Plan, monitor and evaluate (2025/2026)

- 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)



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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, midday supervisors and staff 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?	5/5 (100%) Midday Supervisors feed back state that playtime is better with more engagement from children using the new stations and they are not bored. Children have said that they enjoy the new stations, equipment and said that play time and dinner times are more fun and engaging.	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your Objective: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed (KPI1)



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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	Continue to provide an Amber Valley SSP specialist to team teach PE alongside class teachers and Higher Level Teaching Assistants.	By ensuring a PE coach (Amber Valley SSP specialist) is present for all PE sessions, we will provide consistent team-teaching support, raise teaching standards, and build staff confidence across the school.	Staff's confidence and competence in delivering PE continues to improve, meaning all pupils experience high-quality lessons on a regular basis.	Staff subject knowledge audits Staff questionnaires – comparison from Autumn Term to Summer Term.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff questionnaires and feedback demonstrated increased confidence in teaching PE and a greater understanding of effective PE pedagogy. Through team teaching, observation and mentoring from the Amber Valley SSP specialist, teachers and Higher Level Teaching Assistants developed their subject knowledge and teaching skills. This support helped to improve the quality of PE provision and increased	Yes. Staff have developed the confidence, subject knowledge and practical teaching skills needed to deliver high-quality PE independently. From September, teachers will teach PE weekly, embedding the strategies and approaches learned through team teaching. The expertise gained will remain within the school, ensuring continued high-quality PE provision without ongoing specialist support.	Staff questionnaire	PE Coach for two days: £12,000



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	staff confidence in delivering high-quality lessons.			
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Your Objective: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed (KPI1)



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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	Attend Active AVSSP PE Conference.	Attending the full conference day, actively participating in workshops, and applying new strategies and ideas to improve PE provision in school.	Information obtained positively influences future development plans of PE. Information and future development plans are communicated to staff.	Course evaluation completed by attendees detailing the impact of the conference and future developments to be implemented.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The conference provided valuable insights and practical strategies which have informed PE curriculum planning and development. Staff gained access to high-quality resources and current best practice, enabling the creation of a more progressive PE curriculum and supporting improved delivery of PE across the school. Opportunities to	Yes. The knowledge, resources and planning ideas gained from the conference can be embedded within the PE curriculum and shared with staff through ongoing professional development. Resources can be reused annually, and curriculum developments will continue to benefit pupils in future years. Sustainability will be	- Conference materials and resources - Staff meeting notes/shared CPD - Updated PE curriculum and progression documents - PE action plan developments - Staff feedback and implementation of new ideas	£1000 – part of the AVSSP Affiliation

	network with other PE leaders also helped identify effective approaches that can be adapted within our setting.	strengthened if PE and School Sport Premium funding continues to support membership and attendance at future AVSSP events and training opportunities.		
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Your Objective: Increasing engagement of all pupils in regular physical activity and sporting activities (KPI2)



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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	All pupils to take part in National Fitness Day 2025 (Danceathon)	Plan and deliver a structured Danceathon ensuring all classes join in and staff are briefed to support active participation.	Pupils are more aware of the importance of leading a healthier lifestyle through being physically active thus are motivated to improve their own fitness levels.	Photographs on school website
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils have shown increased enthusiasm for physical activity, with many requesting music at lunchtime to encourage dancing and movement. The event promoted positive attitudes towards exercise and helped pupils recognise that being active can be enjoyable and part of everyday life.	The event has encouraged pupils to view physical activity as enjoyable and has increased participation in active play and dance during lunchtimes. By continuing to provide opportunities for active breaktimes, using music to promote movement within the school day, pupils can maintain these positive attitudes towards exercise and healthy lifestyles.	- Photographs on the school website - Pupil voice/comments about the Danceathon - Observations of increased activity and dancing at lunchtime - Staff observations of pupil engagement and participation	Free

Your Objective: Increasing engagement of all pupils in regular physical activity and sporting activities (KPI2)



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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	Children to engage with the Tuesday Trot, achieving 16 laps (1 mile)	Set up a marked course on the playground and track participation with pipe cleaners and beads for each lap.	These pupils' health and wellbeing increases as a result of being less sedentary/more physically active during this identified time of day.	- Feedback from children - Tuesday Trot stickers and tally will show how many children have engaged.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children engaged positively with the activities overall. Whilst some children required encouragement to participate, confidence and engagement grew throughout the year, leading to increased participation in active play.	Tuesday Trot is a low-cost activity that can be easily incorporated into the weekly timetable and delivered by existing staff. The use of rewards helps maintain pupil motivation, while regular participation promotes lifelong healthy habits.	- Tuesday Trot participation records and lap tallies - Number of pupils achieving the one-mile challenge - Pupil voice and feedback - Staff observations of engagement and participation	£50 for stickers and pipe cleaners for each mile achieved.

Your Objective: Increasing engagement of all pupils in regular physical activity and sporting activities (KPI2)



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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 enhance playtime provision by remarking the playground to encourage children to become more active.	Remark the playground with engaging, active markings (e.g., trails, zones, games) to promote movement and purposeful play. Work with a specialist provider to design and install markings that encourage physical activity, ensuring staff and pupils are involved in planning and use.	Children will be more active during playtimes, with increased engagement in physical activity and improved behaviour. The new markings will encourage purposeful play and support physical development across all age groups.	- Photos on the school website - Child's voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The new playground markings increased levels of physical activity during playtimes and lunchtimes, with more children actively engaged in games and purposeful play. Pupils used the markings as part of their play, which led to improved social interaction, cooperation and physical development. Staff observed higher levels of engagement	The playground markings are a permanent resource that can be used daily by all pupils without requiring additional staffing or significant ongoing costs. They provide continuous opportunities for active play, supporting physical activity, coordination and social skills development for future cohorts of pupils. Staff can also incorporate the markings into	- Photographs on the school website - Pupil voice showing enjoyment and increased participation	

	and fewer incidents of inactivity during breaktimes.	structured play and PE activities where appropriate.		
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Your Objective: Raising the profile of PE and sport across the school, to support whole school improvement (KPI3)



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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	Achieve the Youth Sport Trust's Gold Quality Mark as a result of the school's self-assessment against key Ofsted criteria and a case study submission. SHINE MAT not part of this	Complete the Youth Sport Trust self-assessment against key Ofsted criteria and submit a detailed case study showcasing our PE provision. Gather evidence of impact across PE, sport, and physical activity, collaborate with staff to complete the assessment, and prepare a strong case study that highlights pupil engagement, inclusion, and leadership.	External recognition of the embedded PESSPA provision that ICP has in place, and the wider impact this has on school improvement, is provided.	- Accredited as a YST Quality Mark Gold school. - Detailed feedback from our YST Development Manager
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Due to SHINE MAT not being a member of the Youth Sport Trust, this objective was not completed. No self-assessment or Quality Mark submission took place during the year. Consequently, the intended impact could not be evaluated.			£210 * for YST membership, including access to the QM and case study validation

Your Objective: Raising the profile of PE and sport across the school, to support whole school improvement (KPI3)



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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	Maintain the Gold School Games Mark by meeting all of the 2025/26 criteria, as well as completing the Inclusive Health Check tool and Active School Planner.	Regularly monitor progress against the School Games Mark criteria, ensure inclusive opportunities are embedded in PE and sport, and use the Active School Planner to track and improve whole-school physical activity.	Reward and recognition of ICP's engagement (provision and uptake) in the School Games against a national benchmark and celebration of keeping young people active.	- Re-accredited at School Games Mark Gold award level. - Verification and development comments from our SGO.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The school successfully maintained the Gold School Games Mark, demonstrating a continued commitment to providing high-quality PE, school sport and physical activity opportunities. The Inclusive Health Check and Active School Planner helped identify strengths and areas for development, ensuring that provision remained inclusive and accessible for all	The School Games Mark framework, Inclusive Health Check and Active School Planner provide a clear structure for continuous improvement and self-evaluation. These processes are embedded within the school's PE and Sport strategy, ensuring that opportunities for participation, inclusion and physical activity continue to develop year on year. Ongoing	- Gold School Games Mark accreditation certificate - School Games Mark application and verification report - Inclusive Health Check outcomes - SGO verification and development comments -	Free



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	pupils. Participation in sporting opportunities remained high, and the school continued to promote positive attitudes towards physical activity and healthy lifestyles.	monitoring and support from the School Games Organiser will help maintain high standards and inform future planning.		
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Your Objective: 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 (KPI4)



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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	Continue with Amber Valley SSP Affiliation to ensure quality enrichment in PE and School Sport.	Engage with their calendar of events, CPD, and competitions, and integrate their support into curriculum and extra-curricular planning.	Pupils across the school are provided with opportunities to try new and different activities/sports, in particular: archery and fencing.	- Long-term plans/mapping documents - End of year pupil survey -
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The Amber Valley SSP affiliation provided pupils with a wide range of inclusive sporting opportunities, competitions and enrichment activities throughout the year. Pupils were able to experience new sports such as archery and fencing, increasing engagement in physical activity and broadening their awareness of different sporting pathways. Participation levels remained high, and pupil feedback highlighted enjoyment of the varied opportunities available.	Continued affiliation provides access to a structured programme of events, competitions, CPD and enrichment opportunities that can be embedded into long-term PE and school sport planning. The relationships developed with Amber Valley SSP and local partners ensure that pupils will continue to benefit from a diverse range of physical activity opportunities in future years.	- Long-term PE and school sport planning documents - Registers showing pupil engagement and uptake across a range of activities	£1050

Your Objective: 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 (KPI4)



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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	Provide at least two after school clubs every week (in a range of traditional and non-traditional sports).	Plan half-termly clubs schedule, use AVSSP Coach to deliver sessions, and promote clubs to ensure high pupil engagement across all year groups.	High numbers of pupils in each year group/class are able to access one or more clubs, helping them extend their learning from curriculum-based lessons.	- After school sport club registers
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	A good uptake of after-school clubs was achieved across the year, with pupils accessing a range of sports. Pupils developed their physical skills, confidence and enjoyment of being active, while also benefiting from opportunities to try new activities beyond the PE curriculum. Club registers showed consistent engagement from a range of year groups.	Partially. The wide range of clubs offered this year was heavily dependent on support from the AVSSP coach. From September, teachers will be teaching PE once a week, reducing the capacity to provide the same level of extracurricular provision. Opportunities will continue where possible, but without the AVSSP coach it may be challenging to maintain the same breadth and frequency of after-school clubs.	• After-school club registers • Pupil voice questionnaires • Attendance records across the year	

Your Objective: 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 (KPI4)



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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	KS2 children to take part in Bikeability training provided by First Grade Sports LTD.	Specialist instructors from First Grade Sports LTD will deliver Bikeability training to KS2 pupils. Children will be asked to bring their own bikes and helmets to school. The sessions will focus on teaching road safety, bike handling skills, and how to ride confidently and responsibly in real-world environments.	Bikeability sessions give pupils the confidence and competence to cycle on roads safely and engage in active travel.	-Feedback survey from pupils involved focusing on the enjoyment and effectiveness of the sessions -Photographs/comments on school website
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Bikeability training has improved pupils' confidence, competence and understanding of how to cycle safely. Pupils developed key bike handling and road safety skills, enabling them to make safer decisions when cycling. Feedback from pupils was overwhelmingly positive, with many reporting increased	The knowledge and skills gained through Bikeability training will remain with pupils as they progress through school and beyond. Pupils can continue to apply safe cycling practices in their everyday lives, encouraging active travel and independent physical activity. By continuing to access Bikeability training for	• Photographs and reports on the school website • Instructor feedback from First Grade Sports LTD	Part of the affiliation cost



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	confidence when riding their bikes and a greater awareness of road safety. The programme also encouraged active travel and promoted the benefits of regular physical activity.	future cohorts, the school can ensure that these important life skills are developed year on year.		
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Your Objective: Increasing participation in competitive sport (KPI5)



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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	At lunchtimes, have the Amber Valley SSP specialist work with targeted groups to engage them in a variety of sports	At lunchtimes, the Amber Valley SSP coach will deliver inclusive sports sessions for targeted pupil groups to enhance physical activity, engagement, and social development.	These pupils become better equipped to compete in intra and inter school events, not just in terms of ability, but also in terms of teamwork and resilience.	- Feedback from the school's AVSSP specialist - End of year interviews with a sample of these pupils
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Due to competing priorities and timetabling constraints, the targeted lunchtime provision was not implemented consistently. Therefore, the intended impact on participation and engagement for the identified pupils was limited. This has highlighted the importance of allocating dedicated for targeted physical activity interventions in the future.	No. As the provision was dependent on the Amber Valley SSP specialist and was not fully established during the year, there is currently no sustainable model in place to continue this intervention. Future sustainability would require dedicated staffing, clear timetabling and ongoing external support.	• Timetables and lunch provision records • Feedback from the AVSSP specialist • PE action plan review	Included with having the PE coach in school

Your Objective: Increasing participation in competitive sport (KPI5)



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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	Enter at least 12 of inter-school sports competitions offered by Amber Valley SSP this year.	We will enter at least 12 inter-school sports competitions offered by Amber Valley SSP this year to broaden pupil participation, promote competitive sport, and celebrate achievement.	These pupils become better equipped to compete in intra and inter school events, not just in terms of ability, but also in terms of teamwork and resilience.	- Records of pupil participation - Gold School Games Mark - Photographs in weekly newsletter and/or on school website
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Due to staffing constraints, staff meeting commitments and transport arrangements, the school was unable to attend the planned number of inter-school competitions. As a result, opportunities for pupils to participate in competitive sport were more limited than intended. However, pupils who did attend events benefited from developing teamwork, resilience and	Partially. Access to competitions remains available through the Amber Valley SSP affiliation, but sustainability is dependent on sufficient staffing capacity, transport arrangements and parental support.	• Competition participation records • Amber Valley SSP event registers • School Games Mark application data • Staff feedback regarding barriers to attendance • Photographs and reports from events attended	Part of the AVSSP affiliation cost

	sporting skills, and represented the school positively.			
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