





PE and Sport Premium

Monitoring and tracking form

2026/2027

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

Review of the last academic year (2025/2026)

- 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.

Swimming and Water Safety	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	12 out of 20 pupils (60%) were able to swim confidently and competently over 25 metres by the end of the programme. This represented an improvement from the initial assessment where only 8 out of 16 Year 4 pupils (50%) could achieve this standard. Pupils made progress in confidence and water familiarity throughout the sessions.	40% of pupils were still unable to meet the 25m standard. Many pupils began lessons with little or no previous swimming experience and some lacked confidence in the water. Limited curriculum time (Year 3 pupils attending for only one term) reduced opportunities for pupils to develop proficiency.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	12 out of 20 pupils (60%) could effectively use a range of strokes by the end of the programme. Swimming instructors reported improvements in stroke technique and pupils developed greater confidence using different strokes.	Stroke technique and stamina remained areas for development. Some pupils could swim but were unable to perform multiple strokes effectively or sustain technique over longer distances. 40% of pupils did not yet meet the expected standard.
3. Perform safe self-rescue in different water-based situations	12 out of 20 pupils (60%) could perform safe self-rescue activities. Pupils developed skills such as floating on front and back, treading water and safely exiting the pool. Water safety knowledge was also embedded through lesson activities and discussions.	A significant proportion of pupils required further support to develop self-rescue skills and water confidence. Water safety awareness remains a priority, particularly due to the proximity of local water hazards, including the reservoir near the school. Some pupils lacked the confidence and stamina required for more advanced self-rescue situations.

Review of the last academic year (2025/2026)

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 engaged in CPD through observing and team-teaching alongside the PE coach. As a result, 86% of staff reported increased confidence in teaching PE, with greater confidence in supporting, challenging and adapting learning for pupils. The PE coach modelled high-quality teaching strategies which staff have been able to transfer into their own PE lessons, helping to improve the consistency and quality of PE provision across the school. The PE subject leader strengthened leadership through monitoring, action planning and staff support. Progression has been mapped across the curriculum, information on the 60 active minutes initiative has been shared with subject leaders, and new competition opportunities have been identified for 2025-26.	Some staff still not engaging within the PE lessons to support/challenge children in PE Time pressures have limited opportunities for follow-up drop-ins from the PE subject co-ordinator and coaching.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Structured lunchtime provision has reduced low-level incidents and increased engagement in positive play. Children have had access to a wider variety of physical activities than in previous years. The Daily Mile/Tuesday Trot has supported children's fitness and stamina. National Fitness Day raised the profile of healthy lifestyles across the school. Pupil voice demonstrates that children enjoy the opportunities to be active during the school day.	Resources such as balls and playground equipment require regular replenishment due to high usage. Some pupils remain reluctant to participate in physical activities at lunchtime and require additional encouragement. Mini Leaders would benefit from additional training to widen the range of activities they can confidently lead.

3. Raising the profile of PE and sport across the school, to support whole school improvement	PE and physical activity have maintained a high profile across the school through whole-school initiatives such as National Fitness Day and Tuesday Trot. Mini Leaders have acted as positive role models, encouraging participation and leading activities for younger pupils. Achievements in PE and sport have been celebrated in assemblies encouraging pupil participation. Lunchtime provision has improved, providing more opportunities for pupils to engage in physical activity. Pupils recognise the importance of exercise and healthy lifestyles through links between PE, PSHE and whole-school events.	Some pupils remain less engaged in physical activity and require additional encouragement to participate. YST membership was not renewed and the PE Coordinator was not informed. Due to staffing, we had to cancel some of the sports competitions.
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 a wider range of sports and physical activities through PE lessons and after school clubs and enrichment opportunities. New PE equipment increased access to a wider range of activities. Competition opportunities were available across different age groups and abilities.	Some pupils were less willing to take part in unfamiliar sports and activities. Participation in extracurricular clubs could be increased further. Resources require ongoing replenishment to ensure all activities can continue to run effectively.
5. Increasing participation in competitive sport	Pupils participated in a range of inter-school competitions throughout the year. A wider range of pupils were selected to attend competitions, rather than the same children attending every event. School Games events enabled pupils of all abilities to participate, including those who are less confident in PE.	Transport and staffing constraints restricted the number of events the school could attend. Some year groups had more opportunities to attend competitions than others.

Aims for the next academic year (2026/2027)

- 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*
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Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Year 3 and Year 4 pupils access swimming lessons at the local leisure centre. Qualified swimming instructors teach groups, with the class teacher also leading a group to provide additional teaching and targeted support.	Additional teacher-led groups enable pupils to receive more focused instruction and support. Particular attention will be given to pupils with limited previous swimming experience to improve confidence and increase the number achieving the 25m standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Swimming lessons provide direct instruction in a range of strokes, including front crawl, backstroke and breaststroke. Groups are organised according to ability to allow teaching to be closely matched to pupils' needs.	Stroke development remains a priority. Future teaching will focus on improving technique, efficiency and stamina across a range of strokes to increase the proportion of pupils meeting the expected standard.
3. Perform safe self-rescue in different water-based situations	Water safety and self-rescue skills are taught as part of the swimming programme at the leisure centre. Pupils practise floating, treading water and safe pool exits under the guidance of qualified instructors.	Water safety will remain a key focus due to local water hazards within the community. Teaching will continue to develop pupils' understanding of how to stay safe in and around water and how to respond appropriately in an emergency.

Aims for the next academic year (2026/2027)

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.	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 aim for platinum in the School Games Mark	To further raise the profile of PE and school sport, celebrate participation and achievement, and provide evidence of the school's commitment to high-quality physical education and opportunities for all pupils. Achieving Platinum would recognise the school's sustained success in promoting physical activity, competition, leadership and inclusive sporting opportunities.	KPI 3: Raising the profile of PE and sport across the school, to support whole school improvement	- Photographs of events and activities - Participation tracking spreadsheet - Club and competition registers - Competition certificates/results - Mini Leader training records - Newsletter and website screenshots - Staff confidence survey results - Pupil voice questionnaires
To increase staff confidence, subject knowledge and independence in delivering high-quality PE lessons, ensuring all teachers can effectively teach, assess and adapt PE lessons for all pupils.	- Teachers are now responsible for teaching one PE lesson each week. - Staff need to feel confident planning, teaching and assessing PE independently. - This creates a more sustainable model, reducing reliance on external coaching provision. - It allows skills and good practice modelled by the PE coach to become embedded within teaching staff.	KPI 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed.	- PE lesson timetables showing teachers delivering one PE lesson each week. - CPD records and attendance lists from PE training sessions. - Teacher observations of the PE coach and coaching records. - Photographs of teachers leading PE lessons.

Plan, monitor and evaluate (2026/2027)

- 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 (2026/2027)

KPI 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Teachers to independently deliver one PE lesson each week, developing confidence, subject knowledge and expertise in teaching PE.	Teachers will teach one PE lesson each week alongside continued support, mentoring and CPD from the AVSSP coach. Lesson observations, planning scrutiny and staff voice will be used to monitor progress and identify further support needs.	Increased staff confidence and competence in planning, teaching and assessing PE, leading to consistently high-quality PE provision across the school.	- Staff confidence surveys - PE lesson observations and learning walks - Teacher planning and assessment records - PE coach feedback and mentoring records - CPD attendance records - Photographs of teachers delivering PE - Subject leader monitoring records - Staff meeting minutes and CPD evaluations
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

KPI 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	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				PE coach for one day: £6200

KPI 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	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				£899 – part of the AVSSP Affiliation

KPI 2: Increasing engagement of all pupils in regular physical activity and sporting activities

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	All pupils to take part in National Fitness Day 2026 (One Mile Obstacle Course)	Organise a whole-school One Mile Obstacle Course Challenge as part of National Fitness Day 2026, with all pupils participating. Use the event to raise funds for additional playground and sports equipment. Purchase new resources to further develop active play opportunities during breaktimes and lunchtimes.	All pupils participate in National Fitness Day 2026. Increased enthusiasm for physical activity across the school. Improved playground provision through the purchase of additional equipment. Greater opportunities for active play during breaktimes and lunchtimes. Increased participation in physical activity, particularly from less active pupils.	- National Fitness Day 2026 One Mile Obstacle Course event plan. - Event photographs - Sponsorship forms and fundraising totals. - Purchase orders and invoices for new playground equipment. - Playground equipment audit. - Pupil voice surveys. - Photos of new equipment in use.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				£0

KPI 2: Increasing engagement of all pupils in regular physical activity and 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	Further develop active lunchtimes and increase participation in physical activity, particularly for less active pupils.	Continue Tuesday Trot, Mini Leaders, National Fitness Day activities and structured lunchtime games. Replenish playground equipment and monitor participation of less active pupils.	Increased participation in regular physical activity, improved pupil wellbeing and greater engagement from less active children.	- Tuesday Trot record - Mini Leader registers - Midday supervisor feedback - Equipment audits - Pupil voice questionnaires - National Fitness Day photos
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				Part of having sports coach in once a week £0 o extra – middays and PE lead

KPI 2: Increasing engagement of all pupils in regular physical activity and 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	Enhance playground provision to encourage increased physical activity, active play and participation during breaktimes and lunchtimes.	Purchase additional playground and sports equipment, replace worn resources, review playground zones and continue to develop structured activities led by Mini Leaders.	More pupils engaged in purposeful physical activity during unstructured times. Increased activity levels, improved behaviour and greater participation from less active pupils.	- Playground equipment audit - Purchase invoices - Photos of new equipment - Staff and pupil voice - Mini Leader records - Behaviour records
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				£1000 – money raised from National Fitness Day sponsored One Mile Obstacle Course

KPI 3: Raising the profile of PE and sport across the school

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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 Platinum School Games Mark.	Continue to promote PE and sport through competitions, adding this to newsletters and the website. Complete the School Games Mark application and monitor progress throughout the year.	PE and sport continue to have a high profile across the school and external recognition is achieved through the Platinum School Games Mark.	- Platinum School Games Mark application - School website (photographs of events) - Assembly certificates and awards - Newsletter articles - Competition participation records
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				Part of the affiliation

KPI 4: Offer a broader and more equal experience of a range of sports and physical 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	Maintain a broad programme of extra-curricular clubs and enrichment opportunities for all pupils.	Continue affiliation with AVSSP, provide a range of traditional and non-traditional sports, offer after-school clubs and continue Bikeability and enrichment opportunities. Monitor participation to ensure equal access for all groups.	Increased participation in clubs and wider sporting opportunities, with pupils experiencing a variety of sports and activities.	- Club registers - Pupil voice surveys - Bikeability certificates and feedback - AVSSP event records - Photos of enrichment activities - Curriculum planning
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				Part of the affiliation and having PE coach. £500 – overtime for staff to take children to events and also fuel.

KPI 5: Increasing participation in competitive sport

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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	Increase participation in competitive sport by attending more inter-school competitions and providing targeted support for less active pupils.	Enter AVSSP competitions throughout the year, plan staffing well in advance and establish targeted lunchtime sports opportunities for pupils who are less active or less confident.	More pupils representing the school, increased participation in competition and improved confidence, teamwork and resilience.	- Competition registers - Participation tracking sheet - Competition photographs - AVSSP event records - Staff and pupil feedback - School Games Mark data
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				Same as KPI4