



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

Commissioned by



Department
for Education

Created by



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PE and sport premium monitoring and tracking form



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
 - The template is a working document that you can amend and update during the year.
 - Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
 - You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
 - All spending of the funding must conform with the terms outlined in the conditions of grant
 - The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
 - To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
 - You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
 - You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

Review of the last academic year (2024/2025)

- 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	In 2024/25: • 48% of Year 6 leavers were able to swim confidently over a distance of 25ms. • Swimming was taught to all year 4 and 5 pupils. Each group was given one week as a means of starting the learning process and hopefully prompting interest outside school. Consecutive years mean that hopefully the learning is not totally lost.	Our local swimming pool has been closed for a re-build, and we are having to travel further for our statutory swimming lessons. The cost of transport is hitting us hard. We would like to improve our offer for top up sessions when the new pool re-opens.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In 2024/25: • 40% of Year 6 leavers able to swim confidently and proficiently over a distance of at least 25 metres using a range of strokes.	The cost of private swimming lessons is a barrier to our families, and a lot of children are only learning to swim through the opportunities within school. We are seeing an increase year on year in this area and promote swimming at parents evenings and in assemblies. We send home links to free sessions.
3. Perform safe self-rescue in different water-based situations	In 2024/25: • Unfortunately, as these sessions were only a week there was insufficient time to complete safe water exercises. • The focus for us was on water confidence and competence.	This is so important to us because are children are generally not learning to swim outside of school, and they live within a couple of miles from Redcar Sea. As mentioned above. We would like to do more water safety and water confidence , possibly after school sessions when the new pool opens

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	An increase in EYFS staff competence and confidence in teaching PE and understanding the fundamental movement skills needed to be a competent mover. SSP screening of the early year's children has highlighted key weaknesses. Evidence: • EYFS Staff altered their PE curriculum to accommodate the above skills to improve future competency. • Staff more aware of the importance of different movement opportunities.	We still don't have 100% staff confident and competent in all areas. Staff move around in school yearly and find their knowledge can be outdated, but in general their confidence is greater than previous years. Evidence: • Staff self-reviews show there is overall confidence. Areas have been addressed in staff meetings. • Staff teaching dance found some of the themes difficult and thus themes need to be changed.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Lunchtime physical activity levels have significantly increased resulting in reduced behavior problems. We have achieved this through trained & deployed sports leaders and more equipment invested into break and playtimes. Evidence: • Observations of playtimes. • Behaviour incident reports have decreased. • Student voice – enjoying break times more.	Playground equipment isn't lasting long because it is well used. Evidence: • We need to think about more sustainable equipment choices. Products break too easily when children are using them in free play. • Equipment disappears over the fence. • New buckets of equipment are shared across the KEY stage. Sports captains collect and monitor the equipment each half term.
3. Raising the profile of PE and sport across the school, to support whole school improvement	The introduction of teaching life skills through our PE curriculum (using the 'Spirit of the games resource) has been a great way to ensure we focus on these life skills, and they are taught and not just caught. They are also planned through our long-term plan. Evidence: • Children understand the meaning of the values when questioned. Behaviour issues are decreasing across school. • Values are transferring from PE lessons into the classroom – e.g. determination, self-belief.	We understand the power of PE, sport and physical activity on children's mental health. We just don't think we have got this right in school yet. We would like staff and students to fully understand the link between the two. We can start using physical activity as support for children to self-regulate. Encourage staff to use physical activity to help regulate a child outside of the classroom when needed. We would also like to engage our parents in the whole process to help their understanding too.

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	Creating positive experiences for ALL children and young people across the school. A wide and varied extra-curricular physical activity club's timetable, developed via student voice. Evidence: • Pupil voice. Children give us feedback during clubs, when planning clubs. • Attendance registers • Attitudes to take part in physical activity and coming to clubs have improved significantly. • Boys and girls attending all sports. • Gym inductions are a positive experience and the Leisure Centre report more children attending the gym with family members, siblings and friends post primary school.	The attendance of after school clubs waned throughout the year and there was a casual attitude to attending. We need to provide a wider range of personalities and sport specific activities linked to the community. In addition, we need to use clubs more for preparation for competition as we currently do not give enough time to this.
5. Increasing participation in competitive sport	Creating positive experiences for ALL children and young people across the school. • 100% attendance at a sports event/festival. Evidence: • Pupil voice. Children giving us feedback at events and after events (scrap book) • Attitudes to taking part in physical activity and attending events have improved significantly.	We need to do more intra school competition. Providing more opportunities for children to increase participation in competition. This would also help prepare our children more for inter competitions. We are working in partnership with RESSP to ensure children have positive experiences in competitive sport.

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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 (to be completed in July 2026)
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	25/26 Aims: • 70% 25/26 Results 58%	• 58% were able to swim confidently and competently over 25ms, an improvement on last year. Year 4 results were above this so should achieve 70% in the next academic year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	25/26 Aims: • 50% 25/26 Results 53%	• Children were more confident on their backs and fronts, some because of swimming lessons confident in all four strokes.
3. Perform safe self-rescue in different water-based situations	25/26 Aims: • 85% 25/26 Results: 0	• The limitations on time meant the focus was on swimming strokes and proficiency, this needs to be secure before self rescue skills are taught. All children had basic water safety.

Aims for the next academic year (2025/.2026)



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Aim	Why?	Key area	Supporting evidence
To embed the role of the sports captains in the delivery of OPAL.	The introduction of OPAL has seen the need for more support in zone This includes delivering ideas and helping to set up and manage equipment.	<i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i> 2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Pupil voice. • Less behaviour incidents. • Less incidents escalating • Staff/parent surveys.
To change the after school provision map to reflect pupil voice and to support competition.	We have seen the benefits of regular physical activity been built into the school day. (Wellbeing, academic, happiness, personal development etc)	2. Increasing engagement of all pupils in regular physical activity and sporting activities	• The number of children attending dipped at different times of the year. • Children were less motivated after school PE and then an after school club.
To continue the early years screening and to start the preparation in nursery.	Ensure staff, parents & children understand the link. Can we use physical activity to self regulate?	3. Raising the profile of PE and sport across the school, to support whole school improvement	• Staff reporting that physical activity is helping to regulate those children that need it. • Pupil voice. • Less behaviour incidents. • Less incidents escalating.
More intra school competition. To increase participation in competition and help prepare our children more for inter competitions. Positive Experiences training for all staff – delivered by RESSP.	Increase positive experiences for children in competitive sport.	5. Increasing participation in competitive sport	• Pupil voice survey. • Staff feedback. • Increased confidence, competence and a more positive attitude to competition.

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)

	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 program), 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-term 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	SSP visit reported that the atmosphere at playtime was busy, focused and fun. All children are becoming fully engaged in different areas around the school and are freely choosing how to spend their time. The variety and range of activities has been embedded into the school day, regardless of weather and time of year. Children understand the rules of OPAL and how they should behave and are clear about the consequences if these are not followed i.e whole school unable to access the facilities if rules are not respected or children are unsafe.	Routines have been well established, and habits formed to enable the changes to be long lasting. Staff are rewarded by seeing the children thrive and respond positively, they also see the effect on improving behaviour. Resources continue to be collected from donations and grants. Parental contribution has been positive. We continue to adapt and meet the needs of the children through regular meetings and termly timetables, adjusting activities and rotating staff to different areas.	Fewer incidence of behaviour issues and these are monitored and assessed according to the zones. The structure or organisation of a zone may be changed or altered according to issues arising. Similarly, accidents are monitored to make sure all health, and safety aspects are covered for staff and children. “Crazy Hair Day”, raised the profile of OPAL and donations were amazing. SSP feedback reported the culture and atmosphere of playtime had changed.	- RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). - Equipment £100

Your Objective:



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase staff competence and confidence to deliver high quality PE.	- To undertake the Early Years Screening. - To provide CPD for Nursery staff and new EYFS team. - To provide additional equipment to support the weaknesses of the previous year.	- Staff are more confident and competent. - High quality opportunities for movement are observed during learning walks and formal observations. - A willingness for staff to want to learn more. - Children ultimately enjoying be active more.	- Staff Self Review results. - Formal observation feedback. - Staff willingness to attend courses or ask for 1:1 support. - Children's confidence and competence levels increased. - Pupil voice – children enjoying PE more.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	- Early years screening results showed ball skills and manipulation were the weakest area. - Core development was generally strong, in part due to yoga provision (Mighty Warriors) - Improved ball skills in Reception because of the findings in the screening. Purchasing more balls and allowing children to play freely has developed skills.	Early identification of difficulties has enabled staff to detect delays in skills such as sitting, walking, crawling, balance and co-ordination which inevitably can lead to poor motivation and frustration. The process has been embedded in EYFS practice in the form of adapted PE sessions to address skills and individuals who may need specific interventions this has helped to improve their transition and school readiness. We intend to continue this and be involved in the pilot involving nursery age children.	- Staff retesting has shown increased improvement in overall scores. - Further up the school the skill levels are improving year on year, this is noticeable from year 2 to three especially. - Confidence and competence in Pe sessions in early years is evident-through observations and staff feedback.	- RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). - RESSP SEND CPD Pilot - £100 (The rest is funded by RESSP). - Sports equipment £100 £1000- Mighty Warriors Yoga sessions for EYFS - Coaching CPD working alongside staff £7000

Your Objective:



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To embed physical activity into our school day. To ensure children are achieving the CMO guidelines of 60 active minutes per day.	To fully implement OPAL across the school to make our school a more active place to help with children and staff's wellbeing:	The school culture will shift to be a more active environment. Children are healthier, happier and ready to learn.	• Framework self-review tool. • Interviews with children and staff. • Capture any unintended impact – story telling. E.g. attendance is better because school is a nicer place to be?
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	• Increased stamina and resilience. • More creativity in independent play. • Social groups growing and developing across the school. • A real sense of fun and enjoyment whilst being active without being aware of it.	This objective is to develop the school gradually over a couple of academic years. Support is available through RESSP SLA, but they have created a self-help guide if needed too. This is a sustainable model. The management committee will keep working on the framework year on year.	• Parent and staff surveys. • Pupil Voice • Incident and accident journals. • Sports leaders feedback.	• RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). • Any costs to implement the development areas? E.g. we want to develop out outdoor space – costs will be known once we have completed the first review and decide our priority areas for our school.

Your Objective:



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To improve the quality, quantity and organisation of the after-school provision.	- To offer a range of different activities across the year - To encourage local sporting clubs to deliver provision. - To include children from across the school. - To provide mixed age sessions.	- An increase in numbers consistently attending after school clubs. - Positive feedback and fully engaged children during the sessions. A commitment (£5 fee for half a term) to support these opportunities.	- Registers of consistent numbers of participants across the school. - Feedback from the children and coaches about how to improve or develop our provision. - A variety of external coaches for specific sports. - Pupil survey.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	- A growing community of coaches who are enthusiastic and often link us to other opportunities in the area. - Consistent number of attendees despite the small charge. - More consistent attendance. - Improved social skills amongst mixed year groups.	Overall, the after-school clubs have supported children's personal, social, academic and emotional development while learning new skills in a fun environment. Children have developed strong relationships with adult leaders and have had the opportunity to work alongside young role models. The sessions have also given them the opportunity to work with siblings, and this has encouraged less confident pupils to attend.	- Children's attendance at community groups outside of school. - Exposure to a wide range of different activities finding new talents and interests. - The yearly register. - Children's feedback.	£3000

Your Objective:



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	An increase in intra school competition. Providing more opportunities for children to increase participation in competition. This would also help prepare our children more for inter competitions. Positive Experiences training for all staff – delivered by RESSP.	- We are working in partnership with RESSP to ensure children have positive experiences in competitive sport. - We will do at least one intra school competition per year group across the year. Upper KS2 will have at least three intra competitions linked to RESSP Inter competitions.	- Children being more prepared for inter school competition. - Children able to cope with competition and winning and losing.	- Feedback from staff. - Feedback from RESSP about our staff at inter events. - Pupil voice. - Behavior incidents during competition – signs of winning and losing gracefully.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children more willing to take part in competitive events with improved strength, coordination and overall health benefits to confidence and competence. Children have shown they can cope with challenges, mistakes and setbacks. As these are embedded into the school calendar children have an improved sense of self-belief and on their own personal development. Events attended have been fully inclusive giving children a greater sense of belonging and opportunities to work with others.	Staff training is always a sustainable option. Implementing intra school competitions are free and will be part of the school policies and procedures moving forward.	- Pupil voice - Sports diary - Feedback scrap book. - Staff feedback to SSP	- RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). - Transport costs £5000

