



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



Commissioned by



Department
for Education

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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 focused 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: <ul style="list-style-type: none">• 70.4% of Year 6 leavers able to swim confidently and proficiently over a distance of at least 25 metres.• Swimming was taught to all Y2 pupils and selected pupils from Y3 and 4.	We would like to increase our offer of more catch-up swimming opportunities but the cost of transport is a barrier
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In 2024/25: <ul style="list-style-type: none">• 70.4% 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.
3. Perform safe self-rescue in different water-based situations	In 2024/25: <ul style="list-style-type: none">• 70.4% of Year 6 leavers able to perform safe self-rescue in different water-based situations.	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.

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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>An increase in staff competence and confidence in teaching PE. This in turn has made the children enjoy PE more. The Complete PE Scheme has really supported this. Staff 1:1 offered with SSP.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Staff have enjoyed the opportunity to learn new activities / games from the SSP in school and at events • Staff appreciate the personalized support offered by the School Sports Partnership. Staff like watching the Complete PE video to show them the activities in action before delivering themselves. 	<p>We still don't have 100% staff confident and competent in all areas particularly as the model for teaching PE has changed in school.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Staff would like ideas for SEN.
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>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.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Observations of playtimes. • Student voice – enjoying break times more particularly with the new Activall boards. 	<p>Playground equipment isn't lasting long because it is well used.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • We need to think about more sustainable equipment choices. Products are breaking too easily when children are using them in free play. <p>Daily physical activity levels are still low across the whole school day. We need to ensure children move more during curriculum time.</p>

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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</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>Boogie Bounce and Aspire Judo to be offered as an additional to the curriculum. External providers to deliver afterschool club.</p> <p>Evidence:</p> <ul style="list-style-type: none">• Pupil voice. Children giving us feedback during clubs, when planning clubs.• Attendance registers .	<p>Whilst we have some children attending an afterschool club, this needs to increase. It is the same children who attend.</p>
<p>5. Increasing participation in competitive sport</p>		

Aims for the next academic year (2025/2026)



- 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 focusing 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*

<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	25/26 Aims: <ul style="list-style-type: none">• 80% 25/26 Results: <ul style="list-style-type: none">•	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	25/26 Aims: <ul style="list-style-type: none">• 80% 25/26 Results: <ul style="list-style-type: none">•	
3. Perform safe self-rescue in different water-based situations	25/26 Aims: <ul style="list-style-type: none">• 80% 25/26 Results:	

Aims for the next academic year (2025-2026)



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Aim	Why?	Key Area	Supporting evidence
Begin the process of becoming an accredited Beach School provider ensuring staff training, safety procedures and curriculum alignment.	This is a new aim for this academic year and we are keen to broaden pupils' experiences and provide them with new opportunities.	3. Raising the profile of PE and sport across the school, to support whole school improvement.	<ul style="list-style-type: none"> • Staff and pupil voice. • Children enthusiastic and sharing game ideas. • Children's confidence and competence levels increased.
To increase staff competence and confidence to deliver high quality PE. Increase participation in PE and sport across all pupils with targeted support for less confident, less active pupils and SEN.	We have a lot of SEN children and other children who are less active and need adaptations.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	<ul style="list-style-type: none"> • 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. • Improvement in PE assessment attainment.
To embed physical activity into our school day. To ensure children are achieving the CMO guidelines of 60 active minutes per day.	There is still a group of children that would choose not to be active at home or school for pupil's long term health we need to try and improve this.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	<ul style="list-style-type: none"> • Interviews with children and staff. • Capture any unintended impact – story telling. E.g. Children can concentrate more within lessons.
Increasing participation in competitive sport.	It can engage children and help to work on developing the whole child and skills such as resilience and teamwork.	5. Increasing participation in competitive sport	<ul style="list-style-type: none"> • Children attending and enjoying SSP competitions and Galileo competitions. • Children showing increased teamwork etc in all lessons.
To use PE, sport and physical activity to improve children's mental health.	This is becoming a concern for us in school and our pupils enjoy PE so by utilising it hopefully we would see improvements.	3. Raising the profile of PE and sport across the school, to support whole school improvement.	<ul style="list-style-type: none"> • Staff and pupil voice. • Staff reporting that physical activity is helping to regulate those children that need it. • Less behaviour incidents. • Increases in progress and attainment. • Potential increase in attendance.
Develop pupils' confidence, resilience and problem solving skills through sessions.	Children don't always show resilience and can struggle with problem solving. Our current OAA offer could be more engaging.	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	<ul style="list-style-type: none"> • Staff and children are more competent. • Variety of cross curricular sessions taking place.

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 focusing 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*

Aims for the next academic year (2025/2026)



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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	Begin the process of becoming an accredited Beach School provider ensuring staff training, safety procedures and curriculum alignment.	<ul style="list-style-type: none"> Embed beach school provision into the PE and wider curriculum to broaden pupils' experience of outdoor learning and physical activity. Review the PE curriculum map to adapt for the Beach School sessions. 	<ul style="list-style-type: none"> School provision in PE and wider curriculum to take part on the beach and their local area. Children more active and able to share their thoughts / play and design games. 	<ul style="list-style-type: none"> Staff and pupil voice. Children enthusiastic and sharing game ideas. Children's confidence and competence levels increased.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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
<p>Plan and monitor (Complete now and monitor)</p>	<p>To increase staff competence and confidence to deliver high quality PE. Increase participation in PE and sport across all pupils with targeted support for less confident, less active pupils and SEN.</p>	<ul style="list-style-type: none"> • Ask staff to complete the Self Review tool for teaching PE. • Map staff's confidence and competence levels to support from RESSP. E.G. 1:1 support, attend central courses, whole staff training etc. • Provide adapted activities so every child can experience success and enjoyment. • Ask for support from Kirkleatham regarding SEND. • Run intervention following Early Years Motor Screening. • Staff training on fundamental movement skills. 	<ul style="list-style-type: none"> • Staff are more confident and competent. • High quality PE lessons observed during learning walks and formal observations. • Children ultimately enjoying PE more. • Sessions to be delivered differently with different activities. 	<ul style="list-style-type: none"> • 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. • Improvement in PE assessment attainment.
	<p>What impact have you seen?</p>	<p>Are the improvements sustainable? How?</p>	<p>Supporting evidence</p>	<p>Approx. cost</p>
<p>Evaluate (Complete in July)</p>				

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 (Complete now and monitor)	To embed physical activity into our school day. To ensure children are achieving the CMO guidelines of 60 active minutes per day.	<ul style="list-style-type: none"> • Staff training. • Opportunities to be active delivered through sports leaders. 	The school culture will shift to be a more active environment. Children are healthier, happier and ready to learn.	<ul style="list-style-type: none"> • Interviews with children and staff. • Capture any unintended impact – story telling. E.g. Children can concentrate more within lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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 (Complete now and monitor)	To use PE, sport and physical activity to improve children's mental health.	<ul style="list-style-type: none"> Encourage staff to use physical activity to help regulate a child outside of the classroom when needed. Look into 'crash time'. We can start using physical activity as support for children to self-regulate. Well-school Youth sport Trust check. 	<ul style="list-style-type: none"> Children understand the link between the two. (physical activity and mental health). Staff understand the link and have developed strategies to help regulate children before any behaviour escalates. 	<ul style="list-style-type: none"> Staff and pupil voice. Staff reporting that physical activity is helping to regulate those children that need it. Less behaviour incidents. Increases in progress and attainment. Potential increase in attendance.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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 (Complete now and monitor)	Increasing participation in competitive sport.	Utilising external coaches and providers to help increase confidence in competitive sport.	It can engage children and help to work on developing the whole child and skills such as resilience and teamwork.	<ul style="list-style-type: none"> • Children attending and enjoying SSP competitions and Galileo competitions. • Children showing increased teamwork etc in all lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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 (Complete now and monitor)	Develop pupils' confidence, resilience and problem solving skills through sessions.	<ul style="list-style-type: none"> Incorporate teamwork challenges that build resilience, leadership and communication. Look at providers who can offer a cross curricular approach. Invest in resources / ask SSP to deliver a training session. 	<ul style="list-style-type: none"> Children are more resilient and more enthusiastic around OAA. Children able to solve increasingly harder problem solving sessions. 	<ul style="list-style-type: none"> Staff and children are more competent. Variety of cross curricular sessions taking place. Children showing resilience and problem solving skills in wider curriculum lessons anecdotally.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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 (Complete now and monitor)	Increase the percentage of children who can swim and are confident within water.	<ul style="list-style-type: none"> Review school swimming provision. Member of local leisure centre to deliver water safety sessions. 	<ul style="list-style-type: none"> Childre able to verbalise more confidently how to be safe in water. More children able to swim 25m. 	<ul style="list-style-type: none"> Staff and pupil voice. Swimming records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				