

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

Commissioned by



Department
for Education

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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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<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.	69% of Year 6 leavers able to swim confidently and proficiently over a distance of at least 25 metres.	Our local swimming pool has been closed for a re-build, and we are having to travel further for our statutory and top up swimming lessons. The cost of transport is hitting us hard. We would like to increase our offer to Year 3 swim safety but until the new pool is open, we cannot afford the additional transport and the availability of pool time is not there.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).	72% Our percentage has improved from last year as we changed the swimming facilities and found the coaches more engaged with the children and the cohort of the children this year have had greater experience due to holidays and swimming lessons.	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, but we are having to prioritise front crawl and water safety now.
3. Perform safe self-rescue in different water-based situations	90% of Year 6 leavers able to perform safe self-rescue in different water-based situations.	This is so important to us because our 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 in Year 3 moving forward but we need availability in the new pool.

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 staff competence and confidence in teaching PE. This in turn has made the children enjoy PE more. I have attended a wide range of courses to gain as much experience to give the children the best chance in PE. The training and team teaching from RESSP and the Complete PEScheme has really supported this. Evidence: • Lesson observations and learning walks carried out throughout the academic year.	Not all staff were able to access CPD opportunities due to timetable pressures and competing priorities.
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 are breaking too easily when children are using them in free play. Daily physical activity levels are still low across the whole school day. We need to ensure children move more during curriculum time. We would like to look at the Tees Valley Active Schools Framework (TVAS) in 2025/26 to improve this. Evidence: • Meki Band data

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?
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 'my personal best' 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. The life skills are also brought out in our end of year celebrations assembly delivered by RESSP. Evidence: Children understand the meaning of the values when questioned. Behaviour issues are decreasing across school.	We understand the power of PE, sport and physical activity on children's mental health. We are still working on it as a school and have seen a change in some children. 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.
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	The introduction of the trampolining after-school club has significantly increased participation, with a wider range of pupils now engaging in extracurricular physical activity. This provision has helped pupils develop greater confidence and encouraged them to try new sports. All after-school clubs were offered to both boys and girls, and a girls-only football club was introduced to promote increased female participation. This club was well attended and proved highly successful. All after-school clubs across the school reached full capacity, demonstrating strong pupil interest and engagement.	We would like to develop on our whole school physical activity week linked to National School Sport Week (NSSW 6-12th July 2026). We think a lot of children are engaged in RESSP events and our after-school sports clubs, but there is still a group of children that would choose not to be active. We would like to use this week to engage the children in different activities. Sports they have not tried. Sports and activities linked to local clubs and physical activity that they would not think as traditional 'sport'. Such as a silent disco.
5. Increasing participation in competitive sport	Creating positive experiences for ALL children and young people across the school. 100% attendance at sports event/festival. Evidence: - Pupil voice. Children giving us feedback at events and after events. - More and more children have joined clubs outside of school with medals and certificates to show...	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.

Aims for the next academic year (2025/2026)



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<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	70.6% of Year 6 leavers able to swim confidently and proficiently over a distance of at least 25 metres. Is higher than last years score of 69% which shows the venue and instructors are very good.	• The introduction of a less children to instructor ratio worked well. • Two-week programme swimming every day worked better than swimming once a week for 10 weeks.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	87% Which is one of our highest scores which shows working on front crawl and backstroke together really is effective in the results.	Our aim as a school is 100% so these children that didn't achieve a pass will be having top up lessons through-out the year.
3. Perform safe self-rescue in different water-based situations	100% Every child went to all the sessions which is key part in learning these skills and has shown with the score.	• We hope the introduction to all Years in water safety/confidence sessions in 2026-27 will keep this score at 100%.

Aims for 2025-26

Aim	Why?	Key Area	Supporting evidence
Whole school Physical Activity week during National School Sport Week (NSSW).	There is still a group of children that would choose not to be active. We would like to use this week to engage the children in different activities.	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 to take part in pupil voice, co-design and feedback session. - Observations of pupils fully engaged.
Active Sports Leaders	Develop lunchtime play provision to increase activity for least active groups. Develop pupil leadership. (training program)	To create confident sports leaders with a range of knowledge about PE and getting children active.	Pupil voice of what activities/games they want to do and any other games. Help run events throughout the year.
Embed physical activity across the school during lesson time.	Short movement breaks and active learning strategies help pupils regulate energy levels, to enhance concentration, support physical and mental wellbeing, and help pupils achieve recommended daily activity levels.	To get every classroom doing regular movement breaks throughout the day and improve the active learning across the curriculum.	- 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?
For staff and children to understand the link between Physical Activity and Mental health.	To help pupils and staff recognise how being active supports emotional wellbeing and reduces stress.	To strengthen the understanding of the link between physical activity and mental health across the school, ensuring staff can use movement-based regulation strategies effectively and pupils recognise how being active	Research shows that regular physical activity improves mood, reduces stress, and supports emotional regulation in children. National guidance (e.g., DfE, NHS, and Public Health England) highlights

Plan, monitor and evaluate (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	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	We have introduced OPAL Leaders at break and lunchtimes, increasing participation from our least active children. We achieved Platinum Level for OPAL , recognising our commitment to active play. New bikes at lunchtime have also significantly increased activity levels	These initiatives are sustainable as OPAL Leaders are embedded into our daily break and lunchtime routines, with staff supporting and monitoring them. The bikes and equipment are available every day, ensuring children have regular opportunities to be active	OPAL Platinum award, lunchtime participation observations, staff feedback and records showing reduced behaviour incidents.	Physical Resources including OPAL equipment - £1000

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. Too see all classes doing multiple brain breaks a day.	To start using the Tees Valley Active Schools Framework to make our school a more active place to help with children and staff's wellbeing: 1. Set up a management committee in school including a senior leader. 2. Complete the self-review – 24 criteria. (Emerging / established/ embedded). 3. Select approx. 3 development areas. 4. RESSP will support us with development areas.	The school culture will shift to be a more active environment. Children are healthier, happier and ready to learn. Movement breaks in every classroom multiple times a day to keep the children's brains on task.	• 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 (	Children are more focused and ready to learn following physical activity. More classes are using short bursts of activity throughout the day rather than relying solely on PE and playtimes.	Teachers have access to a range of quick and simple activities that can be used at different points throughout the day. The approach is being embedded across all year groups so it becomes part of the school culture rather than a one-off initiative	Learning walks/observations show classes regularly taking part in physical activity during the school day. Pupil voice shows children enjoy the opportunities to move and be active during lessons. PE, active travel, break/lunchtime provision and brain breaks collectively provide children with more opportunities to achieve 60 active minutes each day.	RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). CPD - £3500 Extra Curricular - £5500

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)	We would like to develop our whole school physical activity week linked to National School Sport Week (NSSW 6-12 th July 2026). We think a lot of children are engaged in RESSP events and our after-school sports clubs, but there is still a group of children that would choose not to be active.	Whole school Physical Activity week during National School Sport Week (NSSW). We would like to use this week to engage the children in different activities. Sports they have not tried. Sports and activities linked to local clubs and physical activity that they would not think as traditional 'sport'. Such as a silent disco. We will work with a group of children to co-design the week.	- Children are fully engaged during the week. - Children are inspired and are asking when they can do the activities again. - Children will be encouraged to take part in the activities at local spaces and clubs outside of school – we will ask clubs to report new members from our school.	- Pupil voice. - Club feedback regarding any new members.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children who are less engaged in traditional sport have been more willing to take part when offered different and new activities. The week has increased the number of opportunities for every child to be active, regardless of sporting ability.	We continue to build relationships with local clubs and providers, creating opportunities for children to continue activities outside school Successful activities can be repeated through clubs, lunchtimes and future school events.	Pupil voice before and after the week shows which activities children enjoyed and would like to experience again Photographs and staff/pupil feedback provide evidence of participation and enjoyment.	Extra Curricular - £5500 External Coaches – £1000

Your objectives

	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)	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.	- Education piece of work around the link between Mental Health & Physical Activity. - Encourage staff to use physical activity to help regulate a child outside of the classroom when needed. - We do Thrive and PSHE the same time as PE which shows a link to the children and will do some work to show how they link. - We would also like to engage our parents in the whole process to help their understanding too.	- Children understand the link between the two. (physical activity and mental health). - Staff understand the link but have develop strategies to help regulate children before any behaviour escalates. - The staff use the regulation to help the children who need it and it works for the child.	- Staff reporting that physical activity is helping to regulate those children that need it. - Pupil voice. - Less behaviour incidents. - Less incidents escalating.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children who may struggle to regulate are given opportunities to be active before situations escalate. Linking PE, Thrive and PSHE has helped reinforce the message that physical activity supports wellbeing. Children are beginning to understand the positive link between	Physical activity and mental wellbeing are now linked through PE, Thrive and PSHE, making the approach part of our wider curriculum. Staff are developing a bank of simple regulation strategies that can be used throughout the school day. The approach can be used by all staff and does not rely on	Staff feedback and observations show increased use of physical activity as a regulation strategy. Pupil voice demonstrates an improved understanding of how being active can affect mood and wellbeing. Staff can identify individual strategies that work for particular children and record their impact.	- RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). - CPD - £3500

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 teamwork, communication, and leadership skills. Observations show students struggle with collaboration; building these skills supports personal, social, and emotional development.	- Weekly cooperative games and team-building exercises. - Rotating leadership roles to encourage responsibility. - Reflection sessions post-activity. - Scaffolded support for less confident students. - Peer and self-assessment to promote accountability.	- 90% of students demonstrate improved teamwork in teacher/peer assessments. - Conflicts reduced by end of term. - Higher engagement and enjoyment in PE lessons.	- Observations show poor collaboration in team sports. - Dyson (2017): Cooperative learning improves social skills. - Curriculum guidance emphasizes teamwork and personal development.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are becoming more confident when working with others and communicating as part of a team. Less-confident children are increasingly willing to contribute and take part.	Cooperative games and teamwork activities are now built into our regular PE provision. Teamwork, communication and leadership skills are reinforced across different sports and year groups rather than being taught as a one-off.	Participation and engagement levels in PE lessons demonstrate that children are enjoying working collaboratively. PE observations show increased cooperation and engagement during team activities.	Sports Coach - £1000 Extra Curricular - £5500 Extra swimming – £300 Competition - £8000