

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:

- [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](#)

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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: • 90% of Year 6 leavers were able to swim confidently and proficiency over a distance of at least 25 metres. • Swimming was taught to all Y2 pupils and top up swimming was available to 22 Y6 children. • PE Premium funded was used for this and helped increase our figures.	• We would like to offer this lower down school as some children were worried when they went swimming. We believe this was because we offer this to Y2 and Y6. Next year, we will offer this to Y3 children to help with this.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In 2024/25: • 90% of Year 6 leavers were able to swim confidently and proficiency over a distance of at least 25 metres using a range of strokes • PE Premium funded was used for this and helped increase our figures.	• 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	In 2024/25: • 95% of Year 6 leavers were able to perform safe self-rescue in different water-based situations. • PE Premium funded was used for this and helped increase our figures.	• 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. • We would like to offer this in Year 3 to help children swim at an earlier age at school if they did not achieve their 25m in Y2.

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 continued to use Complete PE to enhance pupils' enjoyment and engagement in physical education. The assessment tools within the programme were used effectively to assess children's progress and attainment. Evidence shows that curriculum adaptations were introduced, enabling staff to confidently modify lessons to meet the needs of their classes. Pupil voice surveys conducted in Autumn 2 and Summer 1 indicated that children enjoyed PE and were able to articulate the benefits of taking part in physical activity.	Not all staff are teaching PE. Children are beginning to make links between the skills they are learning, but they need to further develop their ability to explain how these skills apply across different activities. Evidence shows that this understanding is emerging but not yet fully secure.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Physical activity levels have improved following the implementation of OPAL last year. This has led to children making greater use of equipment and being more active during playtimes. There has also been an increase in positive social interactions, with pupils expressing that they are enjoying these active play opportunities more. Evidence Moki Band data Observations of playtimes Student Voice	Daily physical activity is still not reaching 30 minutes for all children. We will continue to monitor these pupils and look for opportunities to add extra active minutes throughout the day, recognising the importance of maintaining an active lifestyle. Next year, active boxes will be introduced, containing games created by the children to encourage physical activity during afternoon breaks. Teachers will be encouraged to use these games to promote engagement and movement. Some equipment is being damaged during break and lunchtime, so there is a need to invest in more durable, long-lasting resources to support sustained physical activity. Evidence Moki Bands Pupil voice
3. Raising the profile of PE and sport across the school, to support whole school improvement	Teachers were asked to discuss the importance of PE both within their lessons and in everyday life. The focus was on developing key life skills such as teamwork, resilience, communication, and leadership. These life skills are also celebrated and reinforced during our end-of-year celebration assembly delivered by RESSP.	We will continue to integrate discussions about PE and physical activity into PSHRE lessons and assemblies, ensuring that both staff and students fully understand the connection between physical activity and overall well-being. Physical activity will also be used as a tool to support children in self-regulation. Staff will be encouraged to use movement and activity to help pupils regulate their emotions and behaviour when needed, including outside the classroom environment.

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	A range of after-school activities was offered, accessible to all children, which created a positive and inclusive experience of PE across school. Evidence Children explained how they enjoyed after-school clubs. Both boys and girls attended the clubs, demonstrating equal participation. More children are taking on roles as sports leaders during break times, supporting their peers and promoting active play.	Introduce more games with the active boxes to ensure children can try more skills, especially if children are struggling with these in a lesson. Create more external links to expose pupils to new sports they might not have experienced otherwise. Rotate activities regularly so pupils experience a wider range throughout the year. Evidence Share this on parentmail To continue to ask for pupil voice about active boxes and PE lessons across school.
5. Increasing participation in competitive sport	All children wanted to attend competitive sports. All year groups were given the opportunity to attend events. Competitions were created in classes when teaching PE and linked to planning. Evidence Pupil feedback on events. We share this on social media to promote events.	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.

Review of the last academic year (2024/2025)



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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
For active travel to be implemented in school to ensure we have an active school.	Physical activity has reduced outside of school, so we want to promote this inside of school.	Increasing engagement of all pupils in regular physical activity and sporting activities	Self review tool from Tees Valley Active Schools highlighted this and this was an area showing emerging.
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.	Raising the profile of PE and sport across the school, to support whole school improvement	To help all children to be fully engaged in learning. Pupil voice.
To promote active 30 minutes inside of school by introducing active boxes.	Children are not always active and struggle with key skills. This will link to physical activity along with skills.	Raising the profile of PE and sport across the school, to support whole school improvement	Dragons den Pupil voice – being ready to learn.
More intra school competition. To increase participation in competition and help prepare our children more for inter competitions.	Increase positive experiences for children in competitive sport.	Increasing participation in competitive sport	Staff observations at events Pupil voice
To develop staff confidence and expertise in teaching orienteering enabling all pupils to build navigation, teamwork and problem-solving skills through engaging and inclusive orienteering activities.	To help improve staff confidence and competence when teaching OAA.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Subject leader monitoring

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*

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	For active travel to be implemented in school to ensure we have an active school.	The active travel app to be used every morning to monitor travel. School council members will continue to promote this. Assembly will take place, and badges will be handed out.	Physical activity will improve in school along with mental health improving as well. This will help the children be ready to learn.	Website monitoring Pupil voice with the school council.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	To be completed in July 2026.	This will become a natural habit in life and children will choose to walk instead of take transport.	To be completed in July 2026.	Bike ability – linked to RESSP Website is free to use.

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	Whole school Physical Activity week during National School Sport Week (NSSW). (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.	Create a set of activities and share them with each class. Classes to compete this. We will work with a group of children to co-design 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
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	To be completed in July 2026.	The equipment can be used in future years, but also in after school clubs and PE lessons.	To be completed in July 2026. <i>(The evidence we have that we have made an impact).</i>	£500 – equipment

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 promote active 30 minutes inside of school by introducing active boxes.	Active boxes will be created, and a timetable will be sent out. Teachers will have ownership of these boxes. They will take them out at least twice a week. Children were involved with creating these boxes. OPAL play	Children will become more active throughout the day They will choose to play, and we will see improvements throughout the year with the moki bands Children will seek to be involved with more clubs after school.	Moki Bands Pupil Voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	To be completed in July 2026.	Equipment will be used for all the boxes. If any equipment is damaged it will be replaced. Children will be able to use these skills in their PE lessons.	To be completed in July 2026.	£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	More intra school competition. To increase participation in competition and help prepare our children more for inter competitions.	Whole staff training on what creates a positive experience, why it is important and what every member of staff attending and preparing children for events/competitions with our children can do to support this.	- 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.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	To be completed in July 2026.	Children will be able to use this experience in their PE lessons. It will help with conflict when playing a range of games at dinner with friends. Planning will be checked to see where competitions can be introduced in lessons.	To be completed in July 2026. <i>(The evidence we have that we have made an impact).</i>	RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that).

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To develop staff confidence and expertise in teaching orienteering enabling all pupils to build navigation, teamwork and problem-solving skills through engaging and inclusive orienteering activities.	Provide CPD (continuing professional development) sessions for staff focused on orienteering skills, map reading, and safe practice. Model orienteering lessons during PE or outdoor learning sessions. Encourage team-teaching and peer observation to share best practice. Embed orienteering into PE and cross-curricular learning (e.g. maths, geography).	- Increased staff confidence and competence in planning and delivering orienteering sessions. - All pupils actively engaged in orienteering, demonstrating improved navigation, teamwork and problem-solving skills. - Positive pupil feedback indicating enjoyment and understanding of orienteering. - Visible progress in pupils' ability to work collaboratively and apply spatial awareness skills. - Greater use of outdoor spaces for active learning.	- Staff confidence surveys - Lesson observations and learning walks. - Pupil voice feedback and questionnaires. - Photographs or videos of sessions in action. - Assessment records showing progression in orienteering skills. - Curriculum documentation showing orienteering coverage across year groups.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

	To be completed in July 2026.	• Orienteering embedded into the PE curriculum and linked with whole-school outdoor learning strategy. • Continuous sharing of good practice through staff meetings and collaborative planning.	To be completed in July 2026.	Complete PE - £180
Evaluate				

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