

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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- 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.

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	<p>-88% of Year 6 leavers were able to swim confidently and proficiently over a distance of at least 25 metres.</p> <p>-Swimming was taught to all Y1 and Y2 children in 2 week blocks.</p> <p>-Top up swimming was taught to Y3 children. The additional top up swimming was funded by PE Premium funding and helped to increase the % of children in Y3 who can swim 25 metres.</p>	<p>Our local swimming pool has been closed for a re-build, therefore we are having to travel further for our statutory and top up swimming lessons. The cost of transport is expensive.</p>
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	<p>-80% of Year 6 leaver able to perform a range of strokes.</p> <p>The additional top up swimming was funded by PE Premium funding and helped to increase this percentage.</p>	<p>The cost of private swimming lessons is a barrier to our families, a lot of children are only learning to swim through the opportunities within school. Water safety is now a priority with range of strokes being embedded for those who attend private lessons.</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?
3. Perform safe self-rescue in different water-based situations	<p>-92% of Year 6 leavers able to perform safe self-rescue in different water-based situations.</p> <p>The additional top up swimming was funded by PE Premium funding and helped to increase this percentage.</p>	<p>-Safe self-rescue is the priority due to our children visiting the local beaches throughout the year. This is important to us because children are generally not learning to swim outside of school. Water safety and confidence is what we would like to focus on and embed.</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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	<p>-CPD provided throughout the year from Redcar and Eston School Sports Partnership. School have an excellent relationship with the partnership who provide any CPD requested.</p> <p>-Class teachers have taken their classes to sports events, which has acted as CPD opportunities with resources provided.</p> <p>-Staff feed back is teachers have enjoyed these trips and feel more confident leading active sessions.</p> <p>-Use of Complete PE and Cross Curricular Orienteering</p> <p>Evidence</p> <p>-Lesson observations/learning walks</p> <p>-Pupil voice.</p>	<p>We don't have 100% staff confident and competent in all areas.</p>
2. Increasing engagement of all pupils in regular physical activity and sporting activities	<p>-We provide all children with a minimum of 2 hours of timetabled PE each week.</p> <p>-All children from FS2-Y6 are given the opportunity to take part in at least one sports trip throughout the year.</p> <p>-All children from Y1-Y6 are given the option to be part of an after-school club each term.</p> <p>-Active break times are providing children with more opportunities to be active throughout the school day.</p> <p>Evidence:</p> <p>-Observations of playtimes.</p> <p>-Events tracker.</p> <p>-Pupil voice.</p>	<p>Playground equipment needed renewing throughout the year as it is used daily.</p> <p>Evidence:</p> <ul style="list-style-type: none"> We need to think about more durable equipment and ensure children are taught how to use it and look after it. <p>-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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	<p>-PE staff promote PE and school sport weekly in PE lessons, assemblies and newsletters.</p> <p>-Use of Golden tickets within PE lessons and linking them to the school STAR values.</p> <p>Evidence: Children understand the meaning of the values when questioned. Values are transferring from PE lessons into the classroom – e.g. determination, self-belief.</p>	<p>We understand the power of PE, sport and physical activity on children's mental health. We would also like to engage our parents in the whole process to help their understanding too.</p> <p>-Wider school staff could deliver clubs or active sessions.</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>Broad and balanced curriculum and clubs offer was provided through use of pupil voice.</p> <p>-Providing separate boys and girls football clubs was a big success, encouraging more girls to join clubs than previous years.</p> <p>-SSP, 'This Girl Can' and 'This Boy Can' events proved beneficial to Y5 children and will be offered to the new Y5 cohort.</p> <p>Evidence: -Pupil voice. -Attendance registers. -Attitudes of children.</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?
5. Increasing participation in competitive sport	<p>-We continue to provide competitive opportunities to ALL children within PE lessons, at after school clubs and through SSP events.</p> <p>-When entering SSP competitive events we take the maximum of 3 teams to ensure high numbers of children are given competitive opportunities.</p> <p>Evidence:</p> <p>-Pupil voice.</p>	<p>We need to do more intra house competitions with our coloured teams. Providing more opportunities for children to increase participation in competition. This would also help prepare our children more for inter school competitions.</p>

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 focusing on:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*
 - 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	24/25 -88% 25/26 Results: (will be updated in July 2026)	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	24/265 -80% 25/26 Results: (will be updated in July 2026)	
3. Perform safe self-rescue in different water-based situations	24/25 -92% 25/26 Results: (will be updated in July 2026)	

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence (to be completed JULY2026)
<p>Integrate the schools enthusiasm for PE and sport into all aspects of school life by fostering strong intra-house team identities through the use of unique mascots and opportunities for intra house competitions.</p>	<p>Embedding the school's ethos within the house system —through the use of unique team mascots and colours—helps strengthen our sense of community and belonging. This approach:</p> <ul style="list-style-type: none"> ● Builds school spirit: Children identify with their house teams, promoting pride and unity across all year levels. ● Encourages positive competition: Friendly rivalries motivate children to participate and excel in both academic and extracurricular activities. ● Reinforces shared values: Each team reflects aspects of the school's ethos, helping students internalize these values through everyday experiences. ● Fosters inclusion and teamwork: Every child has a place within their house, encouraging collaboration, respect, and mutual support. ● Enhances engagement: Mascots and colours create excitement, visibility, and lasting traditions that make school life more vibrant and memorable. <p>By embedding our ethos in this way, we ensure it is not just spoken about—but lived and experienced throughout the school community.</p>	2,3&5	<p>Pupil/staff voice data through half-termly surveys and interviews/group discussions with a variety of pupils and staff.</p>
<p>Actively promote indoor and outdoor play and continuous learning opportunities across both the Early Years Foundation Stage (EYFS) and Key Stage 1, fostering curiosity, creativity, and holistic development in every child.</p>	<p>Encouraging outdoor play and continuous provision across EYFS and KS1 supports children's physical, social, and emotional development. Outdoor activities promote physical health, gross and fine motor skills, and resilience, while continuous provision allows children to explore, experiment, and learn at their own pace. This approach nurtures creativity, problem-solving skills, and independence, helping children build confidence and a lifelong love of learning.</p>	2,3&4	<p>-Staff feedback</p>

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Continued...	For the school, this approach enhances the learning environment by creating a dynamic, engaging, and inclusive curriculum. It supports positive behavior and wellbeing, encourages collaborative learning, and strengthens the connection between classroom learning and real-world experiences. By prioritizing holistic development, the school fosters a community of motivated, confident learners who thrive academically and socially. ere	2,3,4	
Inspire future careers in PE and Sport by providing job opportunities within school.	We want every child to see how PE and sport can turn into amazing jobs in the future. From being a professional athlete to a coach, physiotherapist, sports scientist, or PE teacher, there are so many ways to work in sport when you grow up. We show children the exciting careers they could aim for by giving them opportunities to have jobs in school. This will give them the skills, knowledge, and confidence to follow their dreams.	3,4	-Pupil voice that children enjoy having responsibilities around school.
To provide classroom teachers with CPD opportunities that build their confidence and knowledge in creating active learning environments, taking children outdoors, and understanding the benefits of physical activity on children's well-being and academic performance.	Teacher- Increase teacher confidence, enhance teacher skills and improve classroom management. Child- To improve Physical Health, enhance mental well-being, allow better academic Performance, help the development of Social Skills and increase motivation.	1	-Staff feedback.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Whole School Physical Activity Week.	To support National School Sports Week. Engage children in a broad range of activities with exit routes to promote physical activity outside of the school day.	2,3,4 &5	-Local club data and feedback. -Pupil feedback.
Motivate girls to be engaged in physical activity in preparation for the transition to secondary school.	Nationally a high percentage of girls drop out of PE and physical activity during the transition from primary to secondary school. We want to give children the confidence and motivation to continue to be active throughout their time in education and beyond.	4	-Pupil feedback

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*

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	Embed strong intra-house team identities and team spirit.	<ul style="list-style-type: none"> -Introduce team mascots for each coloured team. -Use a team voting system to name the mascots. -Half termly intra house competitions. -Team identity clothing (bibs, wrist bands). -Introduction of a school dance (FS/KS1&KS2). -Assemblies. -Communication with parents. 	<ul style="list-style-type: none"> • Build school spirit. • Encourages positive competition. • Reinforce shared values. • Foster inclusion and teamwork. • Enhance engagement. 	Pupil/staff voice data through half-termly surveys and interviews/group discussions with a variety of pupils and staff.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (to be completed July 2026)				

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	Actively promote indoor and outdoor play and continuous learning opportunities.	<ul style="list-style-type: none"> -Update line markings on each playground. -Increase outdoor play opportunities. -Give further opportunities for children to be active outdoors at play times and curriculum time. -Provide FS1/2 with outdoor clothing and footwear. -Build storage for wellies and outdoor wear. -Give children opportunities for continuous play in Y1 learning areas. -Y1 staff to plan continuous provision opportunities. -Purchase of SEND equipment to be used in the 'Sensory room' -Communication with parents and carers for donations of toys and activities. 	<ul style="list-style-type: none"> -Creativity, problem-solving skills, and independence, enhanced. -Promote confidence and a lifelong love of learning. -Dynamic and inclusive learning environments. -Positive behavior and wellbeing. -Confident learners. 	Staff, pupil and parent/career voice. Observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (to be completed July 2026)				



	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)	Inspire future careers in PE and Sport.	<ul style="list-style-type: none">-Provide job opportunities for children to apply for.-Provide leadership training through RESSP.-Children to be given job roles and responsibilities around school. For example, Sports leaders, PE leaders, sports trip supervisors, report writers.-Children to be paid a weekly wage.-PE staff / assemblies and notice boards to communicate future job roles to children	<ul style="list-style-type: none">-Children enthusiastic to apply for jobs and be motivated to complete them to the best of their ability.-Promote resilience and self-belief by building confidence.-Enhance children's ideas of future job opportunities for themselves.	<ul style="list-style-type: none">-Staff observations of children.-Pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				



	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)	Use the power of PE, sport and physical activity to positively influence mental health and well-being	<ul style="list-style-type: none">-RESSP staff meetings.-Regular communication from PE lead to teachers with ideas and resources.-Communication with PE lead and Mental Health lead.-Purchase fitness equipment to target Y5/6 children.-Take part in, 'Unleash Your Drive' a Golf program that also promotes mental health tool kits.	<ul style="list-style-type: none">-Give children tools to support their mental health.-Give children knowledge of the link between physical activity and mental health.-Improvement on mental health and well-being.	-Pupil and staff voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				



	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 a whole school physical activity week linked to National School Sports Week . Engage, 'least active' children who do not take part in physical activity outside of school.	<ul style="list-style-type: none">-Plan and deliver a whole school Physical Activity Week.-Engage children in different activities they will not previously have tried.-Sports and Activities linked to local clubs.-Work with a group of children to design the week.	<ul style="list-style-type: none">-Children are fully engaged during the week.-Children are inspired and want to take part in the activities again.-Exit routes provided and children take up opportunities outside of school.	<ul style="list-style-type: none">-Pupil voice.-Club feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				



	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)	Give girls in Y5&6 the confidence and motivation to engage in physical activity throughout their education and beyond.	<ul style="list-style-type: none"> -Pupil voice from girls in Y5/6 on the challenges they face to be active and what they enjoy taking part in. -HB to liaise with RESSP. -Provide clubs and opportunities in PE for girls only groups. -Plan classroom lessons to give girls the understanding of the benefits of being active both physically and mentally. -Provide exit route information for local club. -Link to National School Sports Week. 	<ul style="list-style-type: none"> -Confident individuals who understand the benefits of physical activity and who seek to continue to be active into their secondary school life and beyond. -High uptake in girls only clubs. -Increased physical activity levels. 	All Y5 girls attended the 'This Girl Can' festival through RESSP. The feedback was extremely positive with girls enjoying the event with all taking part in a range of activities. The girls commented they enjoyed using the fitness equipment at the event, therefore school will now purchase some equipment to be used in the curriculum and after school clubs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				