

PE and Sport Premium monitoring and tracking form *2025/2026*

Commissioned by



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Review of the last academic year (2024/2025)

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>In 2024/25:</p> <ul style="list-style-type: none"> 66% of Year 6 leavers able to swim confidently and proficiently over a distance of at least 25 metres. Swimming was taught to ALL Y3 pupils and top up swimming was available to 15 Year 4, 20 Year 5 and 6 Year 6 pupils. The additional top up swimming was funded by PE Premium funding and helped to increase our figures from 56% in 2023/24 academic year. 	<p>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.</p> <p>We would like to increase our offer to Year 1 swim safety but until the new pool is open, we cannot afford the additional transport, and the availability of pool time is not there.</p>
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>In 2024/25:</p> <ul style="list-style-type: none"> 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 additional top up swimming was funded by PE Premium funding and helped to increase this figure from 32% in 2023/24 academic year. 	<p>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.</p>
<p>3. Perform safe self-rescue in different water-based situations</p>	<p>In 2024/25:</p> <ul style="list-style-type: none"> 80% of Year 6 leavers able to perform safe self-rescue in different water-based situations. The additional top up swimming was funded by PE Premium funding and helped to increase this figure from 78% in 2023/24 academic year. 	<p>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 in Year 1 moving forward but we need availability in the new pool.</p>

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 Twinkl PE Scheme has really supported this.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Staff self-review form completed at the start of 24-25 year and again at the start of 25-26. The difference shows an improvement in confidence & competence. • Lesson observations and learning walks carried out on PE lead subject release days • Pupil voice surveys completed in Autumn 1 and Summer 2 to monitor pupils' engagement and enjoyment in PE. 	<p>We still don't have 100% staff confident and competent in all areas. Some behaviour can be difficult to manage during PE particularly that of some SEND children.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Staff self-reviews and lesson observations show there is still some areas to be developed and some staff need additional support via team teaching or other 1:1 support.
<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 as well as adult led activities in the MUGA.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Observations of playtimes. • Behaviour incident reports have decreased. • Student voice – enjoying break times more. 	<p>Playground equipment isn't lasting long because it is well used and storage has become an issue.</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 could still be improved 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.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Observation and feedback from teachers and pupils

<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>The teaching life skills is incorporated into our PE curriculum (using the 'my personal best' resource) as well as through other subjects across the school. They are also planned through our long-term plan. A weekly values assembly takes place where children are rewarded for displaying these skills.</p> <p>The life skills are also brought out in our end of year celebration assembly delivered by RESSP.</p> <p>Physical activity is used to help regulate children's behaviour through movement breaks. These are either targeted for individual children who need it or are whole class.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Children understand the meaning of the values when questioned. • Values are transferring from PE lessons into the classroom – e.g. determination, self-belief. 	<p>We understand the power of PE, sport and physical activity on children's mental health. However, we feel that physical activity can be increased.</p> <p>We would also like to engage our parents in the whole process to help their understanding too.</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>Creating positive experiences for ALL children and young people across the school.</p> <p>A wide and varied extra-curricular physical activity club's timetable, developed via student voice.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Pupil voice. Children giving us feedback during clubs, when planning clubs. • Attendance registers – retention is excellent. Clubs are always 90%+ full. • Attitudes to taking part in physical activity and coming to clubs have improved significantly. • More girls taking up football as an option at lunchtime where previously it was seen as a 'boy's sport'. 	<p>We would like to develop a 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.</p>
<p>5. Increasing participation in competitive sport</p>	<p>Creating positive experiences for ALL children and young people across the school.</p> <ul style="list-style-type: none"> • 100% attendance at a sports event/festival. <p>Evidence:</p> <ul style="list-style-type: none"> • Pupil voice. Children giving us feedback at events and after events. 	<p>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.</p> <p>We are working in partnership with RESSP to ensure children have positive experiences in competitive sport. We need to do some 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.</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 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: <ul style="list-style-type: none"> • 96% 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"> • 96% 25/26 Results: <ul style="list-style-type: none"> • 	

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Map staff's confidence and competence levels to support from RESSP.	We still don't have 100% staff confident and competent in all areas.	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 surveys/ feedback
To start using the Tees Valley Active Schools Framework to make our school a more active place for our children.	We have seen the benefits of regular physical activity being built into the school day but feel that activity across the school day, outside of PE lessons, has declined over recent years.	2. Increasing engagement of all pupils in regular physical activity particularly across the whole day. Engage inactive children in activity.	<ul style="list-style-type: none"> • Feedback from staff and children
Education piece of work around the link between Mental Health & Physical Activity.	Ensure staff, parents & children understand the link. use physical activity to self regulate	3. Raising the profile of PE and sport across the school, to support whole school improvement	<ul style="list-style-type: none"> • Staff reporting that physical activity is helping to regulate those children that need it. • Pupil voice. • Less behaviour incidents. Less incidents escalating.
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.	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"> • Pupils to take part in pupil voice, co-design and feedback session. • Observations of pupils fully engaged.
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	<ul style="list-style-type: none"> • Pupil voice survey. • Staff feedback. • Photo evidence

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	Continue to 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	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: <ul style="list-style-type: none"> - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes 	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Objective 1:



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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.	<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. Twinkl PE lesson plans to be used by all staff for most lessons (occasionally other structured lesson plans can be used for specific sports e.g – Chance to Shine resources for cricket; England rugby for T1 resources). 	<ul style="list-style-type: none"> Staff are more confident and competent. High quality PE lessons observed during learning walks and formal observations. A willingness for staff to want to learn more. Children continue to enjoy PE 	<ul style="list-style-type: none"> Staff Self Review results. Informal observation feedback. Staff willingness to attend courses or ask for 1:1 support. Children's confidence and competence levels increased. Pupil voice – all children enjoying PE
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	To be completed in July 2026.	This objective is to support staff to be more confident and competent. This is a sustainable model. RESSP staff will only be working with the teacher to help them develop as PE deliverers.	To be completed in July 2026. <i>(The evidence we have that we have made an impact).</i>	<ul style="list-style-type: none"> RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). Twinkl - £2847

Objective 2:

	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 start using the Tees Valley Active Schools Framework to make our school a more active place to help with children and staff's wellbeing: <ol style="list-style-type: none"> 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. 5. Re-do self-review tool termly. 6. Select another development area once one is completed. 7. Embed the use of the Enrich Orienteering cross curricular tool. 8. RESSP to deliver staff training on active learning 9. Consider reintroducing the Daily Mile 	The school culture will shift to be a more active environment. Children are healthier, happier and ready to learn. Behaviour will improve.	<ul style="list-style-type: none"> • 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? • Photo evidence
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	To be completed in July 2026.	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. Enrich Education has provided permanent orienteering markers and school maps as part of their package. Ongoing CPD is also available throughout the year.	To be completed in July 2026. <i>(The evidence we have that we have made an impact).</i>	<ul style="list-style-type: none"> • 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. • £882 cost of Enrich Education

Objective 3:



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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 the idea that physical activity can be used as a tool to support mental health	<ul style="list-style-type: none"> • Piece of work around the link between Mental Health & Physical Activity during a mental health day or Wellbeing Wednesday • 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. • Yoga to be used as a tool for good mental health and to support good behaviour and learning attitudes through techniques taught (eg – breathing exercises and core strength). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	To be completed in July 2026.	<p>This is a staff, pupil and family's education piece of work to develop knowledge, understanding and then putting it into practice to create habits. This is a fully sustainable objective, working with supporting organisations in the first instance (RESSP & Head Start).</p> <p>All teaching staff should be present during yoga sessions so that they can learn how to deliver yoga effectively should funding cease.</p>	To be completed in July 2026. <i>(The evidence we have that we have made an impact).</i>	<ul style="list-style-type: none"> • RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). • Cost to produce a resource for children and families to understand the links? • £1900 Mighty Warriors (yoga).

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	<p>We would like to develop a 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; our after-school sports clubs and other out of school clubs but there is still a group of children that would choose not to be active. This week will also provide a broader range of sports for children to try.</p>	<p>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. Utilise our lunchtime sports coach to deliver 'alternative' sports/ games.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pupil voice. • Club feedback regarding any new members.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>To be completed in July 2026.</p>	<p>The cost of the week will vary depending on whether we need to pay for activities or if local clubs will volunteer their time. In the long run if we don't have future funding, we will only be able to source free activities. This year we hope the paid for activities will also give the staff ideas of how to deliver these activities themselves in future years. The equipment can be used in future years, but also in after school clubs and PE lessons.</p>	<p>To be completed in July 2026. <i>(The evidence we have that we have made an impact).</i></p>	<ul style="list-style-type: none"> • £1,000 budget for external companies to deliver. • £1,000 budget for new equipment. • £3600 lunchtime sports coach

Objective 5:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	<p>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.</p> <p>Children continue to attend RESSP competitions.</p> <p>Positive Experiences training for all staff – delivered by RESSP.</p>	<ul style="list-style-type: none"> 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. 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. <ul style="list-style-type: none"> Lunchtime sports coach to organise half termly competitions between year groups. 	<ul style="list-style-type: none"> Staff understanding ‘positive experiences’ principles and getting behind this within school and when attending RESSP events. Children being more prepared for inter school competition. Children able to cope with competition and winning and losing. 	<ul style="list-style-type: none"> Feedback from staff. Feedback from RESSP about our staff at inter events. Pupil voice. Behaviour incidents during competition – signs of winning and losing gracefully.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	To be completed in July 2026.	<p>Staff training is always a sustainable option.</p> <p>Implementing intra school competitions are free and will be part of the school policies and procedures moving forward.</p>	To be completed in July 2026. <i>(The evidence we have that we have made an impact).</i>	<ul style="list-style-type: none"> RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). £3683 cost of coach travel to events. £3600 lunchtime sports coach cost