

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	2024/25 88% of Year 6 leavers able to swim confidently and proficiently over a distance of at least 25 metres. - Swimming was taught to ALL Y3 and Y4 pupils-	Top up swimming didn't take place this year. This is definitely something that we will plan in for this academic year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In 2024/25: 71% of Year 6 leavers able to swim confidently and proficiently over a distance of at least 25 metres using a range of strokes.	The cost of private swimming lessons is a barrier to our families and a lot of children are only learning to swim through the opportunities within school. We are seeing an increase year on year in this area, 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: 75% of Year 6 leavers able to perform safe self-rescue in different water-based situations.	This is so important to us because are children are generally not learning to swim outside of school, and they live within a couple of miles from Redcar Sea. As mentioned above.

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	CPD was provided consistently throughout the year by the Redcar and Eston School Sports Partnership. The school maintains an excellent working relationship with the partnership, who respond quickly to staff needs and provide any requested training. Class teachers attended a range of sports events with their pupils, which doubled as valuable CPD opportunities, supported further by high-quality resources shared during and after events. Staff feedback indicates that teachers have enjoyed taking part in these trips and now feel more confident in delivering active sessions within their own teaching. Alongside this, the continued use of Complete PE and Cross-Curricular Orienteering has strengthened planning, delivery and assessment across the PE curriculum. Evidence of Impact •Lesson observations and learning walks show improved confidence and quality of delivery. •Pupil voice reflects increased engagement and enjoyment in PE and physical activity.	Staff confidence and competence continues to develop, and we are still working towards full consistency across all areas of PE.

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?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All children receive a minimum of two hours of timetabled PE each week, ensuring consistent access to high-quality physical activity. Every pupil from FS2 to Year 6 is offered the opportunity to take part in at least one sports trip during the academic year, helping to broaden experiences and increase participation in competitive and enrichment events. Children from Year 1 to Year 6 are also given the option to join an after-school sports club across the year, promoting further engagement outside the curriculum. In addition, active breaktimes have been embedded across the school day, providing regular opportunities for children to be physically active, develop social skills, and improve overall wellbeing. Evidence of Impact • Playtime observations show increased levels of active participation. • Events tracker demonstrates a high number of pupils attending sports trips and enrichment opportunities. • Pupil voice reflects increased enjoyment and enthusiasm for PE, clubs, and active breaktimes.	Playground equipment needed frequent replacement due to daily use. We need to invest in more durable resources and ensure children are taught how to use and look after them. We also need to increase opportunities for children to be more active during curriculum time.

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	PE staff promote sport and physical activity weekly through PE lessons, assemblies, and newsletters. Raffle tickets linked to school values are used in lessons to reinforce positive behaviours. Evidence •Children can explain the school values when questioned. •Values such as determination and self-belief are consistently seen transferring from PE into classroom learning.	We recognise the powerful impact that PE, sport and physical activity have on children's mental health and overall wellbeing. To build on this, we aim to strengthen parent engagement so families better understand these benefits and can support active lifestyles at home.
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 broad and balanced curriculum and extra-curricular offer was shaped using pupil voice. Separate boys' and girls' football clubs were highly successful and led to increased participation from girls compared to previous years. Y5 pupils also benefited from SSP 'This Girl Can' and 'This Boy Can' events, which will be repeated for the next cohort. Evidence •Pupil voice •Attendance registers •Positive attitudes and increased engagement from children	
5. Increasing participation in competitive sport	We continue to offer a wide range of competitive opportunities for a large number of children through PE lessons, after-school clubs, and SSP events. Evidence: Pupil voice.	We need to increase the number of intra-house competitions in order to provide more opportunities for children to participate in competitive activities. Expanding these opportunities will also help better prepare pupils for inter-school competitions

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:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	24/25 -88% 25/26- 76%	Top up swimming didn't take place this year due to other calendar clashes. Will be planned in for this academic year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	24/25 -71% 25/26- 66%	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	24/25 -75% 25/26- 83%	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



Aim	Why?	Key Area	Supporting evidence
Actively encourage rich indoor and outdoor play experiences, providing continuous learning opportunities throughout the Early Years Foundation Stage (EYFS) to inspire curiosity, nurture creativity, and support the holistic development of every child.	We aim to actively encourage rich indoor and outdoor play across the EYFS because play is the foundation of early learning. Providing continuous learning opportunities enables children to explore, experiment, and follow their interests, nurturing curiosity and creativity. A balance of indoor and outdoor experiences supports children's physical, social, emotional, and cognitive development, ensuring a holistic, child-centred approach that helps every child thrive.	2,3&4	Staff voice Pupil Voice
Develop inclusive lunchtime play provision that increases physical activity for least active groups by actively promoting engaging indoor and outdoor play and continuous learning opportunities.	We aim to develop lunchtime play provision to increase activity for the least active groups because some children need additional opportunities and encouragement to move more during the school day. Improving lunchtime play helps promote better physical health, supports mental wellbeing, and reduces inequalities in activity levels. By offering engaging, accessible, and varied play options, we can ensure that all children—especially those who are less active—benefit from regular movement, improved social interaction, and a more positive lunchtime experience.	1, 2, 3 & 4	Staff voice Pupil Voice



Aim	Why?	Key Area	Supporting evidence
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.	We aim to provide classroom teachers with CPD that strengthens their confidence and knowledge in creating active learning environments because high-quality teaching is central to improving children's physical, emotional, and academic outcomes. When teachers feel equipped to use outdoor spaces, integrate movement into lessons, and understand the benefits of physical activity, they are more likely to embed these approaches consistently. This leads to more engaged learners, improved well-being, stronger behaviour, and enhanced academic performance, ensuring every child benefits from an active, supportive, and enriched learning experience.	1, 2, 4	Staff voice Pupil voice
To inspire children to confidently explore and participate in a wide range of new sports and physical activities during Whole School Physical Activity Week, helping them discover new interests, build skills, and develop a lifelong positive attitude towards being active.	Trying new sports gives children the opportunity to discover activities they enjoy, helping them build confidence, develop new skills, and find forms of exercise that suit their interests and abilities. Introducing a wide variety of sports also promotes inclusivity, ensuring every child can find something they feel successful in. This supports long-term engagement in physical activity, boosts overall well-being, and encourages healthy, active lifestyles beyond school.	1, 4	Local club data and feedback. -Pupil feedback.



Aim	Why?	Key Area	Supporting evidence
To provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Living close to the sea increases the risk of children encountering water in their daily lives, making swimming proficiency and water safety essential for their safety, confidence, and lifelong skills. Ensuring all pupils meet national standards helps prevent accidents, builds self-assurance in the water, and promotes healthy, active lifestyles.	1,4	
To help all children ride confidently and safely through Bikeability training and a Learn to Ride scheme, promoting independence and lifelong active habits.	To ensure all children can ride safely and confidently, develop essential road safety skills, build independence, and adopt a lifelong habit of active, healthy travel.	1, 4	

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*

Your objective: 1. Provide engaging indoor and outdoor play in EYFS to inspire curiosity, creativity, and holistic development



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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)	Actively encourage rich indoor and outdoor play experiences, providing continuous learning opportunities throughout the Early Years Foundation Stage (EYFS) to inspire curiosity, nurture creativity, and support the holistic development of every child.	Attend Early Years movement screening CPD to support early identification of physical development needs and inform targeted interventions. Attend an EYFS Physical Activity Conference to strengthen staff knowledge of best practice in active learning and continuous provision. Purchase new, high-quality indoor and outdoor equipment to enhance physical development, balance, coordination, and imaginative play. Deliver specialist training with LUSU, focusing on inclusive physical activity and play for SEND children within the EYFS setting. Introduce balance bike training to develop confidence, balance, and gross motor skills, embedded within continuous provision. Participate in the Sport Partnership Balance Bike Festival to provide enriching, real-world physical activity experiences for EYFS pupils. Embed structured and child-led physical activities across indoor and outdoor environments to ensure continuous learning opportunities that inspire curiosity, creativity, and holistic development	Increased levels of physical activity and engagement across indoor and outdoor EYFS provision Improved gross and fine motor skills identified through early years movement screening Greater confidence, balance, and coordination, particularly through balance bike use More inclusive play opportunities, with SEND children fully supported and actively participating Enhanced creativity, curiosity, and independence through rich, child-led play experiences Improved staff confidence and consistency in delivering high-quality physical development opportunities Positive behaviour, wellbeing, and enjoyment of movement and play Strong foundations for lifelong physical activity and learning	Movement screening data showing progress in physical development Observations of increased activity and engagement Photos/videos of children using new equipment and balance bikes Staff CPD and training records SEND inclusion evidence from LUSU training EYFS assessment and learning observations Parent/carers and practitioner feedback

Your objective: 1. Provide engaging indoor and outdoor play in EYFS to inspire curiosity, creativity, and holistic development



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The enhanced EYFS provision has led to increased physical activity, improved physical development and greater confidence across all groups of pupils. Investment in staff training, inclusive practice, balance bike provision and high-quality resources has created a rich learning environment where children are more engaged, independent and successful in developing the skills needed for future learning and lifelong participation in physical activity.	High-quality indoor and outdoor play is built into everyday EYFS provision. Staff use ongoing observations to adapt activities to children's interests and needs. Resources can be reused in different ways across all areas of learning. Children have regular access to stimulating environments that encourage independence, curiosity, and creativity. Staff continue to develop their skills through training and sharing good practice. Strong links with families help support children's learning at home and school.	Learning walks show children actively engaged in both indoor and outdoor learning. Observations demonstrate increased curiosity, creativity, and independence. EYFS assessment data shows progress across all areas of learning. Pupil voice highlights high levels of enjoyment and engagement. Floor books, learning journeys, and photographs provide evidence of rich play experiences. Increased use of outdoor learning spaces throughout the year. Staff monitoring records show high-quality continuous provision is embedded in daily practice. Parent feedback indicates children are enthusiastic about learning and talk positively about their experiences at school.	£250

Your objective: 2.Create inclusive lunchtime play that gets least active children moving through engaging indoor and outdoor activities.



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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 inclusive lunchtime play provision that increases physical activity for least active groups by actively promoting engaging indoor and outdoor play and continuous learning opportunities.	-Extend the EYFS climbing wall and enhance outdoor play provision to increase active play opportunities during playtimes and curriculum time. Invest in a wide range of inclusive and SEND-specific equipment, including sensory circuit resources, supported by parent and carer donations. Develop pupil leadership through a structured training programme, strengthen youth voice to reflect pupils' wants and needs, and provide targeted training for midday supervisors and staff CPD to improve understanding, delivery, and engagement in games and play.	Creativity, problem-solving skills, independence, confidence, and wellbeing are enhanced through dynamic and inclusive learning environments that promote a lifelong love of learning. Pupils become confident learners supported by a competent group of trained activity leaders who take initiative to create a more active and inclusive playground. Midday supervisors and staff consistently role-model movement by leading and participating in a wide range of physical activities, resulting in a happier, more active playground that meets the needs of all pupils, particularly SEND pupils and girls.	Impact is measured through staff, pupil, and parent/carer voice, half-termly youth voice surveys and discussions, and regular playground observations to monitor activity levels, particularly of least active pupils

Your objective: 2.Create inclusive lunchtime play that gets least active children moving through engaging indoor and outdoor activities.



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	Increased participation from least active pupils during lunchtime activities. More children choosing to take part in active play rather than remaining sedentary. Improved confidence, social interaction, and teamwork among pupils. Greater engagement in both indoor and outdoor play opportunities. Reduced incidents of boredom and low-level playground behaviour. Positive pupil voice, with children reporting that lunchtimes are more enjoyable and inclusive. Improved physical literacy through regular opportunities to practise movement skills. Higher levels of physical activity contributing to children's health, wellbeing, and readiness to learn in the afternoon.	Lunchtime activities are embedded into the daily routine and led by trained staff. Equipment can be used year after year and supports a wide range of activities. Activities can be adapted to suit different ages, abilities, and interests. Pupil leaders and play buddies help organise and encourage participation. Regular monitoring ensures provision continues to meet the needs of least active children. Staff can introduce new games and challenges using existing resources to maintain engagement. The focus on inclusive play creates a positive culture where children are motivated to be active every day.	Lunchtime activity registers show increased participation. Pupil surveys and pupil voice feedback. Staff observations and playground monitoring records. Behaviour logs showing fewer lunchtime incidents. Photographs and case studies of children engaging in activities. Increased uptake of playground equipment and organised games.	£700

Your objective: 3. Inspire children to try new sports and activities, build skills, and develop a lifelong love of being active during Physical Activity Week



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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 inspire children to confidently explore and participate in a wide range of new sports and physical activities during Whole School Physical Activity Week, helping them discover new interests, build skills, and develop a lifelong positive attitude towards being active.	Plan and deliver a whole-school Physical Activity Week, engaging children in a variety of activities they may not have tried before. The week will include golf with new equipment and staff training, as well as SULU sessions and resources. Activities will be linked to local sports clubs, and a group of children will help design the week to ensure it is enjoyable, inclusive, and encourages participation.	Children will try new activities, including golf, increasing participation, confidence, enjoyment, and wellbeing. The week will strengthen links with local clubs and give children a voice in shaping activities	Pupil voice. -Club feedback.

Your objective: 3. Inspire children to try new sports and activities, build skills, and develop a lifelong love of being active during Physical Activity Week



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased enthusiasm and participation in physical activity across the whole school. Children confidently tried new sports and activities that they had not experienced before. Improved physical skills, coordination, and confidence through a variety of challenges. Increased awareness of different ways to be active and healthy. Greater engagement from pupils who do not usually take part in sports and physical activities. Improved teamwork, resilience, communication, and sportsmanship. More children expressing an interest in joining sports clubs and continuing activities beyond the event. Positive attitudes towards physical activity, helping children develop healthy lifelong habits.	By inspiring children to discover activities they enjoy, the week creates lasting positive attitudes towards physical activity, leading to increased participation in sport, clubs, and active lifestyles in the future.	Pupil voice showed high levels of enjoyment and willingness to try new activities. Photographs, videos, and class displays evidenced active participation. High participation rates across all year groups during Physical Activity Week. Staff observations noted increased confidence and engagement, particularly among less active pupils. Increased uptake of extra-curricular clubs following the event. Positive feedback from children, staff, parents, and external providers. Social media and school newsletter coverage celebrating participation and achievements.	£4000

Your objective: 4. Help all children ride confidently and safely through Bikeability and Learn to Ride, fostering independence and lifelong active habits.



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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 help all children ride confidently and safely through Bikeability training and a Learn to Ride scheme, promoting independence and lifelong active habits.	The program will target Year 4 to Year 6 pupils, starting with Level 1 Bikeability for beginners and progressing to Level 2 for those ready to ride on roads. Pupils who cannot yet ride will take part in the Learn to Ride scheme to develop basic cycling skills and confidence before joining Bikeability. Training will be delivered by qualified instructors with a mix of practical sessions in school and on local roads where appropriate, ensuring all children gain the skills to ride safely and confidently.	All children taking part will gain cycling skills and confidence, improve road safety awareness, and develop a lifelong habit of active, independent travel.	Pupil attendance, Bikeability certificates, skills assessments, teacher observations, and pupil feedback showing progress and confidence.

Your objective: 4. Help all children ride confidently and safely through Bikeability and Learn to Ride, fostering independence and lifelong active habits.



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased number of pupils able to ride a bike confidently and independently. Improved cycling skills, balance, coordination, and road safety awareness. Pupils who were previously unable to ride successfully developed the confidence and skills needed to cycle independently. Increased participation in Bikeability training, with more children progressing from Learn to Ride to Level 1 and Level 2 courses. Greater confidence when travelling actively and safely within the local community. Improved resilience and determination as pupils worked towards personal cycling goals. Increased enthusiasm for cycling as a form of physical activity and transport. More children and families reporting cycling outside of school, supporting healthy and active lifestyles.	By equipping children with the skills and confidence to ride safely, the programme encourages lifelong participation in cycling, supporting healthier lifestyles, increased independence, and long-term engagement in physical activity.	Bikeability and Learn to Ride completion records. Instructor assessments and pupil progress data. Pupil voice demonstrating increased confidence and enjoyment. Observations of improved cycling competence and safety awareness. Parent feedback reporting increased cycling at home. Photographs and case studies showcasing pupil achievements. Increased participation in cycling-related school activities and events.	£350

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