



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



Commissioned by



Department  
for Education

Created by



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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](#)

## 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.

<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.	<b>81% of pupils in year 6 can swim 25 metres.</b>  Gathered from swim side and parental engagement. Daily swim course to build on skills and confidence for years 2-5 with grouping to suit ability.	Larger cohorts with large numbers of non swimmers' impact on speed of progress. Cohort with larger number of non-swimmers received one week instead of two.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke.)	<b>75% of pupils in year 6 can use a range of strokes.</b>  Gathered from swim side and parental engagement. By offering slots each year, it helps to progress a range of strokes and stamina.	Lack of gross motor strength and coordination made some children unable to perform stroke effectively.
3. Perform safe self-rescue in different water-based situations.	<b>76% of pupils in year 6 can perform water-rescue.</b>  Gathered from swim side and parental engagement. Building children's confidence in water first enables self-rescue techniques to be taught discreetly.	Learners with no prior water experience impacting on progress of others in first stage.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	<p>Whole school CPD from CSSP. Attending CSSP led development festivals that build staff and children's confidence and skills.</p> <p>EYFS movement assessment to identify intervention groups.</p>	<p>Same skills taught in various years that don't vary starting point or build on previous skills in dance.</p> <p>Lack of Hall space in inclement weather on dance and gymnastics curriculum objectives and planned small group interventions.</p>
<p><b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<p>Attending CSSP led sporting events with pinpointed children for the required participation path.</p> <p>Delivering lunchtime active sessions.</p> <p>Providing after school sporting clubs.</p>	<p>Trying to ensure that all children have an opportunity to experience an out of school sporting event.</p> <p>Hall space and weather hampers sessions at lunchtime (unavoidable.)</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Use of external coaches to encourage and inspire:</p> <ul style="list-style-type: none"> <li>• Chance to Shine</li> <li>• Guisborough Rugby coach</li> <li>• Judo</li> <li>• Big Local Football</li> <li>• Aspire Gymnastics</li> </ul> <p>Providing local links after events and a progression path, either competitive or fun.</p>	<p>Limited spaces due to staffing numbers, transport costs and event. Some children disappointed when gymnastics club was full or we couldn't take more to an event.</p>
<p><b>4.</b> 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>Big Local Football provided an equal opportunity for all, whilst differentiated skills in a discreet manner.</p> <p>All clubs are open to boys and girls across their phase, and these are rotated to age related where needed for safety reasons.</p>	<p>Hard to staff events for small numbers, larger numbered events make it easier on event versus school ratio numbers.</p> <p>Some external inspirational coaches are out of school's budget or want the school to raise money and Skelton is a poverty proofing school.</p>
<p><b>5.</b> Increasing participation in competitive sport</p>	<p>CSSP events encourage children to compete at their level which builds their self-belief and motivation to better themselves.</p> <p>Assembly and parental celebrations to praise both resilience and success both within and outside school.</p> <p>Providing prior exposure to sport, rules and skills enable desire to participate.</p>	<p>Staffing levels to enable small groups of children to attend events.</p> <p>Cost of transport and supply (if needed) make it inefficient to take small groups of children to events.</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

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	Continue intensive course over 2 weeks. Look at smaller cohorts to share spaces so that weaker swimmers get more time. Y4 – Y5 – Y6	Spaces weren't available. Baseline assessment to be done prior to entering Year 6 to ensure extra sessions given to weaker and non-swimmers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Ensure that P.E and class active breaks include arm movement exercises for swimming to embed before using in water. Y4 – Y5 – Y6 -	Add text here
3. Perform safe self-rescue in different water-based situations	Life skills classroom and hall-based scenarios for children to be able to implement in water quicker and with greater understanding. Y4 – Y5 – Y6 -	Add text here

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupil attainment data, lesson observation reviews, pupil voice.
Hit 30:30 active initiative through active play and clubs across the school.	<ul style="list-style-type: none"> <li>• Healthy outlook</li> <li>• Improves motor skills and development</li> <li>• Develops social skills</li> <li>• Develops social interaction and oracy confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotes healthy lifestyle, encourage outdoor activities eternally which reduces screen time.</li> <li>• Appropriate interaction with peers which improves behaviour and social interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Children sleep and develop better when they have been active.</li> <li>• Active breaks encourage development of core strength, motor skills and problem solving – both socially and academically.</li> </ul>
Provide a range of sporting opportunities. Build on external links for sporting activities and promote inspirational athletes; local, British and international of all genders.	<ul style="list-style-type: none"> <li>• Promote the positive outcomes of P.E.</li> <li>• To encourage a healthy lifestyle and develop a sense of well being that an active lifestyle can bring.</li> <li>• Embed a desire to challenge and understand that personal best is a constant path.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved active and healthy lifestyle</li> <li>• Resilient approach to sports and life</li> <li>• Active lifestyle can benefit wellbeing</li> <li>• Inspire self-belief in all children that encompass individual barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• Improves focus for learning</li> <li>• Develops a can-do attitude.</li> <li>• Being healthy helps to battle minor illnesses which will increase attendance.</li> <li>• Seeing local or inspirational figures that have overcome difficulties and disabilities helps children to see possibilities.</li> </ul>
Add text here	Add text here	Add text here	Add text here

## 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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Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	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
<b>Evaluate</b>	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: - 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

## Your objective: Active Interventions



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	<ul style="list-style-type: none"> <li>Identify children needing interventions for core, movement and inclusion in active sessions.</li> <li>Aid removing barriers and improve inclusion</li> </ul>	<ul style="list-style-type: none"> <li>EYFS movement screening for EYFS and children who may not have reached these targets.</li> <li>Aid of CSSP to run deliver intervention</li> <li>Use of sports coaches to run interventions targeted at specific groups.</li> <li>Adapted sessions to build self-confidence, engagement and behaviour.</li> <li>Staff knowing children and provide reactive intervention groups</li> </ul>	<ul style="list-style-type: none"> <li>Children achieving 30:30 willingly</li> <li>Improved posture, ability to sit safely and for longer periods.</li> <li>Improved motor and physical skills</li> <li>Prolonged focus and self-belief</li> <li>Some will close attainment gaps</li> <li>Positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>Ability to sit</li> <li>Staff feedback</li> <li>Assessment on abilities</li> <li>Inclusion in group activities</li> <li>Child's engagement</li> </ul>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## Your objective: To raise staff's confidence and delivery of dance



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	<ul style="list-style-type: none"> <li>To improve staff confidence in delivering dance and ensure that staff know appropriate objectives for cohort</li> <li>To promote progression and variation in the delivery of dance throughout the key stages</li> <li>Engage children</li> </ul>	<ul style="list-style-type: none"> <li>Design curriculum to show progression and assessment</li> <li>Staff survey to assess weak areas</li> <li>Student survey to assess dance abilities</li> <li>Whole school staff CPD</li> <li>Show how dance can be used cross-curriculum</li> <li>Promote dance showcases as end of topic in year group or across phase</li> <li>Celebrate dance on school newsfeed</li> </ul>	<ul style="list-style-type: none"> <li>Improve staff confidence in delivery</li> <li>Boost pupil engagement in lessons</li> <li>Encourage external participation and help to remove preconceived gender barriers</li> <li>Clear progression of delivery and outcomes as children progress through the school</li> <li>Use of music and materials in some dances</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post surveys</li> <li>Behaviour in lessons</li> <li>Videos and photos</li> <li>Celebrations of children's successes</li> <li>Progression of skills adapted to suit child</li> </ul>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## Your objective: To provide a range of sporting opportunities



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	To deliver a broad range of sporting opportunities that allow the child to start at their point and progress.	<ul style="list-style-type: none"> <li>Via curriculum design that takes into consideration the CSSP events calendar and local or international sporting events that will inspire.</li> <li>Use of P.E lessons, lunch, after school clubs, specific interventions and the use of interschool events to promote and assess children</li> <li>Consider each child's abilities and confidence to ensure they are put on the correct progressive path (development, friendly or progressive competitive path)</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of children accessing activities that meet their needs</li> <li>A desire to progress and compete</li> <li>30:30 for all children</li> <li>Increased attendance to external sporting clubs</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Club interactions</li> <li>Improved skills</li> <li>Improved engagement</li> <li>Active breaks</li> <li>Some competitive success</li> </ul>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

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