

PE and sport premium monitoring and tracking form *2026/2027*

Commissioned by



Department
for Education

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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 2026/27.
 - 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 (2025/2026)

- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focussed spending on key groups such as SEND, girls and disadvantaged pupils.

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	86% of pupils leaving in 2026 could swim 25m, an increase from 75% the previous year. Y4 & Y5 also attend swimming lessons.	School situated within a highly deprived area of Redcar, many families unable to access swimming baths. Pupil premium figures were 68%.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	86% of pupils leaving in 2026 could perform a range of strokes an increase from 71% the previous year. Y4 & Y5 also attend swimming lessons.	School situated within a highly deprived area of Redcar, many families unable to access swimming baths. Pupil premium figures were 68%.
3. Perform safe self-rescue in different water-based situations	86% of pupils leaving in 2026 could perform self-rescue, an increase from 75% the previous year. Y4 & Y5 also attend swimming lessons.	School situated within a highly deprived area of Redcar, many families unable to access swimming baths. Pupil premium figures were 68%.

Review of the last academic year (2025/2026)

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Raise the profile of physical activity in and out of school.	* Learning walks during P.E. lessons demonstrates staff can deliver high quality P.E. lessons. * Outside suppliers Mr Tindle and Urban Kaos delivered lessons to help uplevel staff. * Each year group attended a sports partnership event during the academic year, with plans in place for 2026-27. * Active after schools in place Mon – Thursday. * Playtime and lunchtimes continue to be a hive of activity, with a varied range of physical activities for pupils to take part in. * Pupil voice gives a positive outlook from the children of P.E. * Links made with Redcar Town FC, girls football coaching after school club and presentation funded by the North Riding F.A. * A range of new equipment available	* Financial restraints of our parents / carers limit the out of school opportunities for children. * Opportunities to attract those who need more active lifestyles. * Not all children share their outside achievements – staff to encourage, praise and reward those who do.
2. To ensure coverage of the PE curriculum is taught ensuring the intent is achieved.	* Learning walks during P.E. lessons demonstrates staff can deliver high quality P.E. lessons. * Outside suppliers Mr Tindle and Urban Kaos delivered lessons to help uplevel staff. * Assessment strands demonstrate across school a high percentage of children achieve their P.E. objectives.	● Not all year groups had the opportunity for outside P.E. suppliers.

3. To develop pupils' skills, knowledge and confidence across the P.E. curriculum.	* Assessment strands demonstrate across school a high percentage of children achieve their P.E. objectives – which suggests skills have improved. * Pupil voice gives an overwhelming positive outlook from the children of P.E. * Each year group attended a sports partnership event during the academic year, with plans in place for 2026-27.	• Pupil voice reflects that although confidence and engagement of children is positive, articulating their thoughts is difficult, particularly in KS1.
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Aims for the next academic year (2026/2027)

- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focussing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	In 2026: 86% of Year 6 leavers able to swim confidently and proficiently over a distance of at least 25 metres. · Swimming was taught to all Y5 & Y4 children.	An increase from the previous year (75%). School situated in a highly deprived area of Redcar, with Pupil Premium numbers at 68%. School changing to a 2-week block booking of swimming next academic year – results to be compared.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In 2026: 86% of Year 6 leavers able to use a range of strokes.	An increase from the previous year (75%).
3. Perform safe self-rescue in different water-based situations	In 2026: 86% of Year 6 leavers able to perform self-rescue.	An increase from the previous year (75%).

Aims for the next academic year (2026/2027)

Aim	Why?	Key area	Supporting evidence
Raise the profile of physical activity in and out of school.	To create fitter, resilient children who can live a healthy lifestyle.	Aim for at least one sports partnership event out of school for all year groups. Share children's achievements.	Social media. Big books. Spirit of the games awards. Inter and intra competitions.
To ensure excellent coverage of the PE curriculum that is accessible for all	Creating an engaging curriculum that is accessible and the correct challenge for all.	Ensure staff knowledge and skills are developed, focussing on any areas that need developing.	Learning walks / observations. CPD. Social media. Big books. Spirit of the games awards. Inter and intra competitions.
To develop pupils' skills, knowledge and confidence across the P.E. curriculum	Improving self-esteem and developing children's interest so they may participate in after school schools or external provision.	Ensure staff are using the working wall and seesaw effectively to help children obtain the knowledge needed to participate. Focus upon developing children's skills within lessons, referring to previous year's assessment strands for any 'missing gaps'.	Learning walks / observations. CPD. Social media. Big books. Spirit of the games awards. Inter and intra competitions.

Plan, monitor and evaluate (2026/2027)



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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*
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Plan, monitor and evaluate (2026/2027)



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Your Objective:

Raise the profile and importance of physical activity in and out of school

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Raise the profile of physical activity in and out of school.	Target each year group to attend a termly sporting event. Engage and include staff in choice of activities. Offer a variety of lunchtime activities and afterschool clubs. Outside professionals visiting school to increase aspirations Build links with local sports clubs	Engaged staff and children Active playtimes Fitter, healthier children who can explain the reason for exercise / movement. Inter and intra school events to take place	Big book Social media Pupil voice Build links with local sports clubs Spirit of the games awards and assembly Playtime and lunchtime curriculum
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. Cost
Evaluate				RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). £1000 for playground equipment

Your Objective:

To ensure excellent coverage of the PE curriculum that is accessible for all



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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 ensure that the curriculum intent is achieved through excellent teaching and coverage of our objectives	Learning walks to monitor Pupil voice to monitor CPD where needed through SSP. Use of Complete PE Adaptation for accessibility for all, ensuring it sets the relevant challenge	Children can correctly articulate their PE knowledge and understanding. More empathetic, competitive and resilient children. All children making progress,	Pupil voice carried out at the end of each term, initially focusing on their current learning, but widening the questions to prior learning and targeting towards objectives as the year progresses.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that). Complete PE subscription approx. £1000

Your Objective:

To develop pupils' skills, knowledge and confidence across the P.E. curriculum



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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 develop pupils' skills, knowledge and confidence across the P.E. curriculum	Participation in team games, developing tactics for attacking and defending. Ensure staff and children are using the working wall effectively to help develop knowledge. Promote 'show and tell' to celebrate children's sporting success in or out of school Speak with staff about potential intra 'house' events between children during P.E. Speak with staff about promoting and sharing their children's P.E. achievements.	Pupils demonstrate improved confidence and competence in speaking audibly, using appropriate vocabulary and grammar, and participating in discussions. Children to master fundamental movement skills (KS1). Participation in team games, developing tactics for attacking and defending. Deepen understanding of rules and tactics within KS2 Improve social skills through friendly competition. Children to master fundamental movement skills (KS1).	Big book Social media Pupil voice Build links with local sports clubs Assembly Arbor assessment
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	
♦ Evaluate				RESSP support is part of their Service Level Agreement. (The full SLA is £5000. This is only part of that).