



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



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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:

- [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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<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 meters	65% of children can swim to this target. Which for a cohort of high SEN and disadvantaged children is a positive.	This is influenced by the high proportion of pupils with SEND, alongside limited opportunities for some children to access swimming provision outside of school. In addition, a number of pupils experience individual barriers to learning, which can affect the rate at which they develop swimming competence and confidence in the water. The school remains committed to supporting these pupils through continued swimming provision, with many continuing their swimming journey into Year 6. This additional support is designed to further develop water confidence, improve swimming proficiency and enable more pupils to achieve the national curriculum expectations for swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	51% of children achieved this	
3. Perform safe self-rescue in different water-based situations	62% of children achieved this	

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>Staff are positive about the PE curriculum we have. There is a clear structure, presented well by CompletePE. They feel confident in delivering the lesson plans and say that the progression is clear.</p> <p>Children have picked up the skills well.</p> <p>Staff surveys. Feedback from staff. Monitoring of PE lessons. Use of scheme</p>	<p>Whilst the quality of PE provision continues to develop, newer members of staff do not yet demonstrate the same level of confidence and expertise in delivering PE as more experienced colleagues. Ongoing professional development and support remain important to ensure consistency in the quality of teaching across the school. In addition, pupil knowledge and understanding of PE topics are not yet as secure as desired. Further emphasis on the progressive teaching of key skills, vocabulary and knowledge will help pupils to develop a deeper understanding of the curriculum and improve their ability to apply learning across different sporting contexts.</p> <p>Evidence Sources: Staff surveys, staff feedback, monitoring of PE lessons, and evaluation of scheme implementation.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>All children have an access point for every lesson. We have had a particular focus on SEN with the NUFC Foundation coming in and working with our SEND provision. NUFC also raises the profile and inspire children to want to be active.</p> <p>We also brought in a lunch time coach which engaged children once a week and worked across every year group. Lunch staff were positive about the impact it was having.</p> <p>Pupil surveys. Pupil voice. Monitoring of PE lessons. Staff surveys.</p>	<p>Pupil voice indicates that a group of boys would like football to feature more prominently within the PE curriculum and extra-curricular offer. However, previous experiences have highlighted that an increased emphasis on football can sometimes lead to reduced participation and inclusion for some pupils. The school therefore remains committed to providing a broad and balanced PE curriculum that maximises participation and engagement for all children. Feedback has also identified that some higher-attaining pupils would benefit from greater levels of challenge and increased opportunities to participate in competitive sport. While the current provision successfully promotes participation, enjoyment and skill development, further opportunities for talented pupils to develop their abilities and experience higher-level competition will be explored.</p> <p>Evidence Sources: Pupil surveys, pupil voice, monitoring of PE lessons, and staff surveys.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>PE in the school and community has been really well received through the NUFC Foundation and through sports days. By sharing on websites what we do and inviting parents a long we have raised the profile of PE.</p> <p>Staff surveys. Feedback from staff. Monitoring of PE lessons. Use of scheme</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>PE lessons across the curriculum are designed to make sure that boys and girls have equal access. Partly why we don't do football as we didn't want this to be seen as "boy" sports. We offer football through the NUFC Foundation to both boys and girls.</p> <p>Staff surveys. Feedback from staff. Monitoring of PE lessons. Use of scheme</p>	<p>Despite offering a range of activities aimed at increasing participation, including multi-skills and gymnastics clubs, engaging girls in extra-curricular sport remains a challenge. While dance continues to attract strong levels of participation and enthusiasm, uptake in other sporting clubs is lower than expected. The school will continue to review pupil voice and participation data to better understand barriers to engagement and to develop a wider range of opportunities that encourage sustained involvement from girls in physical activity and sport.</p> <p>Staff surveys. Feedback from staff. Monitoring of PE lessons. Use of scheme</p>
<p>5. Increasing participation in competitive sport</p>	<p>We sent most children last year to an event that allowed for competitive sports.</p> <p>Staff surveys. Feedback from staff. Monitoring of PE lessons. Use of scheme. Parent survey</p>	<p>The school does not currently have established competitive sports teams. Pupils participate in a range of sporting festivals and events that are closely aligned to activities taught within the PE curriculum. Whilst pupils may not always achieve highly in these events due to limited experience of competitive sport and team training, they consistently demonstrate enthusiasm, enjoyment and positive attitudes towards participation. These opportunities continue to provide valuable experiences that promote physical activity, teamwork, resilience and sportsmanship.</p> <p>Staff surveys. Feedback from staff. Monitoring of PE lessons. Use of scheme. Parent survey</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:
 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

<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 meters	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	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, pupils attainment data, lesson observation reviews, pupil voice.
Increase competitive sports	To ensure children have the opportunity to compete and to allow those who are ready for competition to have that chance.	Start clubs that will compete. Work with staff who are willing to run competitive clubs.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Implement oracy as part of wider school objectives.	As part of the wider school profile of oracy it'd be good to use PE as a way to improve children's ability to speak and communicate as this is vital for children's enjoyment of PE.	Using opportunities in the lesson to allow children to speak. Creating captains and sports leaders. Children to peer coach.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Improve understand of physical literacy.	Children who have a life long love of being physical live for longer. Showing children that there is a range of different ways to stay active will help them find something that they enjoy.	Discussion in PE lessons – after school clubs – website posts signposting to opportunities.	Parent survey – website monitoring – pupil voice.
Improve equipment	A lot of the equipment has become aged over the years and either needs a repair or replacement.	Hockey – cricket – tennis – rugby	Lesson observations – monitoring

Breakdown of spending (working document)

NUFC - 5750	SSP - 2981	CompletePE - 175	Equipment - 2281	Competitions - 1420
Health in schools - 364	Forest school - 2318	Sports day and PE maintenance - 1080	Lunch clubs - 864	Dance day - 330

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
Plan and monitor	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: - 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: 1) Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.

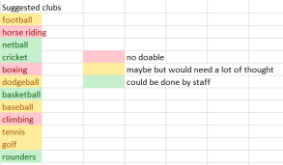


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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Using CPD tools on CompletePE. Working with the SSP. Working with new staff.	New staff feel confident with PE and deliver sessions they are happy with.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Teachers enjoy delivering PE within school and using the scheme – CompletePE to support them. CompletePE provides detailed lesson plans and sequential learning. This is then supported by videos of how tasks should look. It also provides TOP cards to support SEN or challenge children. With further support coming from the NU Foundation through their coach and CPD	CompletePE is purchase once and then you have it. We pay annually to get the latest updates and CPD. The Foundation has been part of the school for a few years and has worked alongside a number of staff – we are looking to widen that further next year. With the change in funding – initial funding will be used to pay for 26/27 year and then school budget may absorb the cost. Through the support and guidance the SSP have given the subject lead, they are experienced in helping staff to know where to go for further support or to support staff if needed.	Staff survey shows that staff 60% of staff are either confident or extremely confident with delivering PE and the other 40% feeling neither confident nor not confident. All staff felt that they would have reduced confidence if we moved away from using CompletePE as a scheme. 100% of staff felt that children either loved or enjoyed PE. This was mirrored by pupil voice. 90% of children across school saying the enjoyed PE. Most pupils felt their teachers enjoyed PE through pupil voice.	£175 – completePE £5750 – NUFC Foundation (part of this cost) £2981 – SSP (part of this cost)



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	<p>Improve understand of physical literacy.</p> <p>To offer a wide range of clubs across school and better evidence who is attending.</p>	Clubs/ teaching/ being physically active beyond time tables PE lessons	<p>Children engaging in a range of physical activity. Understanding that traditional sport is only one way to be active.</p> <p>Nurturing an enjoyment of being active that will last them a life time.</p>	<p>Pupil voice</p> <p>Lesson observations</p> <p>Club registers</p> <p>Forest school</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<p>In ks1 42% of children attended a sports club</p> <p>In ks2 56% attended a sports club.</p> <p>This number is down on previous years – however, there have been a lot more clubs on offer beyond sports this year.</p> <p>This number also does not factor in other sports clubs that run at the school.</p> <p>Every child had access to an active lunch club for the whole of summer term and this was incredibly well attended.</p> <p>Children also had forest school which is a different way for children to stay physically active – linked to physical literacy.</p>	<p>Clubs are paid for by parents. The school merely organizes the coaches to come in through the SSP. By having a club register that is so clear we can look to target those who attend nothing next year.</p> <p>Through the Foundation as well, part of their cost is delivering a free club once a week. We will use this club to target those non attenders to clubs.</p> <p>Forest school lead is being trained and will be a member of staff and this will be part of their role at the school.</p> <p>Lunch club will have provided ideas and games for staff and children to play. The Foundation also have been training a “Sports crew” to run games as well. This role will continue next year.</p>	<p>Club registers show a break down of which clubs were attended and by who but also who hasn’t</p> <p>Observation – being around the school and watching interactions and lessons shows engagement.</p> <p>Class time tables – shows two hours a week of directed PE/physical activity.</p> <p>Pupil PE survey – gives pupils a chance to share what they have done and what they would like to do. Going into next year there has been a request for the following.</p> 	<p>£2318 – forest school</p> <p>£864 – Lunch club</p> <p>£5750 – NUF (part of cost)</p> <p>£2318 – (part of cost)</p>

Your objective: 3) Raising the profile of PE and sport across the school, to support whole school improvement
- rolling into 26/27



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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)	Implement oracy as part of wider school objectives.	Attend training/ read research from SSP and YPT. Work that in with the school program of oracy. Work with HLTA's to deliver oracy in PE.	Children are confident speakers in PE. Whether this is acting as a coach/mentor or captain.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Originally aligned to a wider school goal however, this was changed as part of the wider school improvement to happen 26/27. Target will wait till then. PE lead did attend training on this though through the SSP.	n/a	n/a	£2981 – SSP (part of this cost)

Your objective: 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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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	<p>Every child, regardless of gender, race, religion and ability has access to high quality PE and physical activity opportunities.</p> <p>Children have a chance to try sports they wouldn't be able to outside of a school setting.</p>	<p>CompletePE lessons and planning.</p> <p>NU Foundation and their expertise and continued close work with us#</p> <p>Staff experience</p> <p>SSP and their wider experience and contacts.</p>	<p>Children across the school enjoying PE. A wide range of sports on offer for children to try and feel they can participate in. Girls especially feeling that they are seen more and have clubs that reflect their interests as well.</p>	<p>Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>This year we have offered a range of clubs. Multi skills, gymnastics, football – boys, football – girls. Athletics and Hockey. We also have dance and karate running at the school.</p> <p>The whole school did a Christmas Dance event that went down really well - SSP</p> <p>Through links with the NUF, we trialed a new golf program which was a success and off the back of that children could go for a reduced rate to watch live golf.</p> <p>Our curriculum as well covers a wide range of sports and physical activities that cater to all.</p> <p>The Foundation also set aside a time slot to work with our SEND unit as well. Making sure they get the same access to high quality sport as the rest of the school.</p>	<p>Our lessons are all planned and accessible regardless of whether we continue our membership. We just won't get up to date stuff.</p> <p>The NUF sessions are all CPD as well to support staff in understanding how they can also run sessions. They also train the children to lead sessions as well.</p> <p>SGO – SSP work with us and provide opportunities. If something comes a long we feel benefits the whole school community and will allow a broad and equal experience we will look to fund it through school budget.</p>	<p>Curriculum overviews shows a broad range of sports on offer.</p> <p>Pupil PE survey shows what children have engaged in and enjoyed.</p> <p>School website shows what opportunities are happening within the school.</p> <p>Class time tables show where the Foundation is working with our SEND unit.</p>	<p>£2981 – SSP (part of this cost)</p> <p>£5750 – NUF(Part of this cost)</p> <p>£330 – dance day</p> <p>£175 – CompletePE</p>

Your objective: 5) Increasing participation in competitive



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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	Increase competitive sports	Start a hockey team for UPKS2. Start a volleyball team for LKS2. Continue to send classes and children to events across the year.	More children getting the opportunity to play sport at a competitive level.	Parent survey. Pupil survey. School website.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<p>This target was mostly achieved and has laid the foundations for next year. With the hockey, the school had a recognized sports team playing in a league. This ran over a number of months with training going all year. The school won the league and increased numbers from 6 children to 20 children part of the squad.</p> <p>Off the back of the success we are also looking to start a girls football team with staff being trained. Potentially a netball team as well for 26/27.</p> <p>Most classes attended an event this year with a level of competition outside of school.</p> <p>All children had sports day.</p>	Team are ran by staff – some support from the Foundation through CPD and extra sessions.	<p>Trophy in cabinet</p> <p>Club register</p> <p>Staff trained up</p>	<p>£1420 – transport/cover</p> <p>£5700 – NUFC Foundation (part of this cost)</p> <p>£2981 – SSP (part of this cost)</p>

Your objective: Misc – all 5 PE indicators met in one way or another.



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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	<p>Improve equipment/ bring in new kits for teams.</p> <p>Keep grounds maintained so children can use fields and sports day can be set up.</p>	<p>Using PE funding to replace gear that is out of date and looking for sponsorship to help support the costs of new kit.</p>	<p>Staff will feel confident with they have the right kit to teach with.</p> <p>Children will be able to access a range of sports.</p> <p>The profile of sport increased with new kits and a sense of pride that comes with that.</p>	<p>Staff survey</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>Lessons have all the gear they need or if they don't this has been made known to PE lead to order new gear for 26/27</p> <p>With the success in the hockey league a sponsor stepped forward to support the school and bring in new kits. This has created a buzz amongst the children.</p> <p>By keeping the grass short children have been able to use the fields to do sport or be active in other ways.</p> <p>Sports day was a success and well received by the community.</p>	<p>This relies on funding. The change to the funding massively affected our spending and changed the priority to making sure new equipment was brought in. This usually isn't as pressured as we have the funding and were told we would still have it for 26/27. However, a change of policy meant we had to change.</p> <p>Hopefully with a sponsor we can continue to benefit for this partnership and will continue to seek sponsorships to help support the clubs and wider school.</p>	<p>Anecdotal – conversations with staff, community and pupils.</p> <p>Staff survey – help to identify what equipment was missing.</p>	<p>£2281 – equipment</p> <p>£1080 – ground maintenance</p>

Notes – things that didn't fit elsewhere that felt important to the narrative

The way swimming is funded through school budget meant that we had a lot of spaces paid for but not being used. As a result, children who hadn't achieved swimming goals in the previous year had another year of swimming in a much smaller group. They still haven't achieved the goals but their confidence with water has massively improved and for a lot of these children there are wider social skills being learnt that is vital for their development.

The impact the hockey team has had. What started out as just a way to try get some competitive sports into the school become something really important to the school. Regardless of the success of the team, there has been a real buzz about the fact we now have a school team for something. The fact they won the league merely added to that excitement. Off the back of the league as well, 6 children are now attending Gateshead hockey club and continuing their journey beyond school. Something we are looking to build upon next year.

The success of the hockey team has also meant some staff want to start their own teams. Girls football and a mixed netball team. These are things we are going to look into during the 26/27 year.

The SSP dance festival was another huge success and well attended by a number of our girls across the school. Thought the club is not associated with the school, the event is. So to have the two align and bring opportunity to 20+ girls is wonderful.

Our general vision as a school. Physical activity is for all and that should be the first thing we achieve. Through our relationship with the NU Foundation, or incredible forest school, our afterschool clubs and lunch clubs (plus sports crew) and now growing teams, we have made sure that every child has the chance to access physical activity at some level and this has allowed us a foundation to build on for the coming year.