

PE and sport premium monitoring and tracking form 2025/2026

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 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 (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	87% of children leaving Y6 could achieve this. Data was collated from swimming teachers and staff who accompanied the children. The ability to extend the school swimming offer to Yrs 5 and 4.	This cohorts swimming was impacted by COVID when they were in KS1 as a result they didn't have access to as much swimming out of school as a result.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	70% of children leaving Y6 could achieve this. Data was collated from swimming teachers when this cohort accessed swimming. A higher percentage of children were able to achieve backstroke and front crawl but breaststroke wasn't met by most of these children.	As above.
3. Perform safe self-rescue in different water-based situations	87% of children leaving Y6 could achieve this. Data was collated from swimming teachers when this cohort accessed swimming. Children enjoy and listen well during the water safety weeks.	As above

Review of the last academic year (2025/2026)



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Outcomes across all year groups in PE were high with over 80-plus% attainment at Expected standard achieved across all year groups and three-year groups attaining over 90%. Further QA and work needs to be done during 2025-26 looking at GDS as this has dropped in comparison to previous years.

OPAL Play Consolidation — Successful implementation and embedding of OPAL across the school, resulting in significantly improved play quality, increased pupil engagement, and more active, creative outdoor play at all ages. Improved break and lunchtimes for all children during spring and summer terms due to the introduction of OPAL. Children are more active, happier and behaviour and first aid incidents have decreased.

School Games Mark Platinum — Continued delivery at Platinum standard, demonstrating sustained excellence in competitive sport, physical activity provision, and whole-school commitment to PE. Sunderland Active Schools Gold Mark — Achieved Gold status through high participation rates, strong curriculum provision, and consistent engagement with citywide initiatives.

School Competitions — Broad participation in inter-school competitions across multiple sports, strengthening confidence, teamwork, and competitive experience for pupils.

High uptake of extra-curricular activities during the year with many disadvantaged children staying for extra curricular activities.

Girls' Football League Debut — First-ever entry into the Girls' Football League, increasing opportunities for girls' sport, representation, and competitive pathways.

Sports Coaching Provision — Delivered specialist coaching in tennis and netball, enhancing skill development, progression, and access to high-quality instruction.

Extra-Curricular Uptake — Very high participation in after-school sports clubs, with pupils accessing a wide range of activities that promote fitness, wellbeing, and enjoyment.

Inclusive Participation — Targeted support and encouragement ensured strong engagement from pupils across all year groups, including those less confident in sport.

Community & Partnership Links — Strengthened relationships with local clubs, coaches, and citywide programmes to broaden opportunities and sustain long-term impact.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Employment of PE coaches (North East Sport) to enrich during and after school provision offer.	Partnership with North East Sport High PE outcomes across all year groups (above 80%) Improved staff confidence and understanding of the PE curriculum. Broader experience of a range of sports and activities to all pupils. Pre and after school experience built in. Increased physical activity for all children across the extended school day (see below.)	PE Curriculum requires further adaptation, to match the mix of teacher/coach input and ensure consistency and continuity.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Wider access to extracurricular activities for all children, especially sporting activities. After school clubs during 25-26 included dance, golf, football, basketball, multi sports including dodgeball,rounders and cricket. The uptake of these is high and free to disadvantaged children who access the clubs well. Children had access to two lunchtime clubs a week led by teaching staff. These were open to all children, and they were able to practice rugbyskills and other sports. Regular sessions were led for children with additional needs such as sensory circuits and Fun Fit for children with low fine and gross motor skills. These were baselined and a programme followed resulting in improved skills. As a result of DPE for staff, 1:1 planning for SEND children in PE was developed to ensure they were able to access PE at their level. Travel Tracker Achievement — Strong engagement with the Travel Tracker programme across the whole school, with pupils earning high numbers of badges and awards that promote active, sustainable travel habits.	Lunchtime clubs didn't always run as planned. Girls' football and tag rugby have run consistently across the year. Due to the introduction of OPAL and the change of lunchtimes and zones children weren't able to access and lead this. Possible look into creating zone in the 26/27 where young leaders can

lead mini competitions or activities to their peers.

	Children were well prepared for all competitions with some competition practice and as a result finished highly in the activities/competitions hosted.	Cluster competition events were not as regularly ran by Monkwearmouth Academy as in previous years. Rugby, cricket, swimming to name but three were all cancelled, due to lack of interest from other feeder primaries.
3. Raising the profile of PE and sport across the school, to support whole school improvement	Improved break and lunchtimes for all children. Children have more areas to play at lunch since the start of OPAL during September 2024 children now have access to the full grounds and activities such as: rope swings, scooters, prams, mud and sand pits. Children are moving more. Children are happier, First aid and behaviour incidents are less as shown by our First Aid and Behaviour log records. OPAL launch during 24-25 was a whole school improvement priority. A lot of work had been undertaken within classroom on the importance of a play based curriculum but further work needed to be developed at break and lunchtimes. Children now love their breaktimes. They have access to the full grounds where as previously they would've only been on the playground with very little to play with. Children are now have access to a wide range of toys such as: lego, scooters, pushchairs, den building, tunnels, sandpits, dressing up, small world play, tree climbing, rope swings, mud kitchens and much more. Our children are more active compared to this time last year, they are happier, first aid and behaviour incidents have lowered. This has been widely shared with governors, parents and children with regular website and social media updates.	

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	All lunchtime and after school clubs have equal access for girls, boys and SEND children. Children had access to cycling lessons before the introduction of scooters in OPAL: in Reception and Y5. Children have access to scooters every lunch time from summer 2025 resulting in improved balance and coordination for many children with many children learning to ride a scooter at school. Sports now offered at lunchtime include unihoc, handball, cricket, four-square, rugby, tennis and table tennis.	Further sports / activities need including that SEND children can access with their peers such as boccia, sit down volleyball. Sports days or intra school competitions could be used to fulfil this further.
5. Increasing participation in competitive sport	The school were awarded School Games Mark Platinum and the Active Schools Gold. Over the course of the year the school entered a range of competitions(excluding	Due to a series of cancellations by Monkwearmouth Academy, a number of cluster events did not happen.

Aims for the next academic year (2026/2027)



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

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

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*
 5. *Increasing participation in competitive sport*

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
To support active breaks: 3 days per week.	Lunchtime supervisors / pupils as they will take part. Children will be more settled and engaged during lunchtime. Children active for longer within the school day.	Staff to run 3 lunchtime clubs per week focusing on developing sports skills. Children to have full access to the school grounds.	Surveys with staff, children and parents.
To increase the quality of teaching and learning with PE lessons.	Improve quality of teaching across school for PE. Class teachers will become more confident in delivering PE and dance sessions.	Key indicator 1: increased confidence, knowledge and skills of staff in teaching PE. Key indicator 5: increased participation in sport	PE planning Learning walks Staff surveys
To increase the range and quality of extracurricular sporting clubs	Children will be more active and meeting the recommended 60 minutes per day. Children will be well prepared for competitions.		Registers, pupil surveys, timetable on website
To embed running as a core thread in school PE.	To allow children the opportunity to develop and aim for sequential targets in running.	Key indicator 4: Broader experience of a range of sports/activities offered and taught to pupils.	Children will be able to run further and for longer against year group benchmarks.
To increase the amount of competitive sport opportunities for pupils including SEND.	Children will develop our school value of courage when trying their best in comps.	Key indicator 5: increased participation in sport	Evidence: Registers, pupil surveys, timetable on website

Plan, monitor and evaluate (2026/2027)

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:



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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase the quality of teaching and learning with PE lessons. Key indicator: 1, 4 and 5	- Teachers to observe / team teach one week and then to be observed the second week delivering part of the session by PE lead. - Relook at CPD planning structure. - Additional slot once per week focusing on children with poor gross motor skills or emotional needs for children based in stepping stones. Are the improvements sustainable? How?	Class teachers and teaching assistants receive high quality CPD Children will receive high quality PE lessons and benefit from having two teachers present in the lesson. Class teachers will be more confident in delivering PE and dance sessions.	PE planning Learning walks Staff survey Informal conversations with staff
	What impact have you seen?		Supporting evidence	Approx. cost
Evaluate				£2,000 for CPD and staff release

Your Objective:



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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 active breaks. Staff to aim for 3 days per week to improve children's sporting abilities within football and other competitive games. Key indicator: 2 and 4	Staff to run 3 lunchtime clubs per week for the different key stages. Children to have access to all areas at lunchtime within the school grounds to improve both fine and gross motor skills. Zoned area at lunchtime to support children with their activities. Children are encouraged through OPAL to explore and be active. Lunchtime supervisors / pupils as they will take part. Children will be more settled and engaged during lunchtime.	Children will feel a sense of pride when completing their own activities or supporting other children in the school to do so. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities and challenges during their lunch break. Children active for longer within the school day. Less behaviour incidents reported at breaks and lunch time.	Surveys with staff, children and parents about the importance of play. Pupil voice regarding OPAL and what the children would like to see/do at break and lunchtimes. When children have more freedom to be active, there are fewer behavioural incidents. Conduct regular pupil voice regarding NLS lunch clubs and freedom of the school grounds within OPAL.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate		Lunchtimes have changed as a result of OPAL. Children have access to the whole grounds during lunch time, this has led to less behaviour and accidents occurring and children being more settled in the afternoons. Children are accessing the full grounds at lunchtimes. Children are more active running around the school grounds to get to different zones. OPAL to continue.		OPAL used within last years funding.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase the range and quality of extracurricular sporting clubs Key indicator: 2, 4 and 5	1. Extracurricular sessions x3 lunchtimes per week and X3 after school clubs per week. Lunchtimes to focus on sports skills during autumn term for matches. 2. After school to be for KS1/2 and to change termly depending upon upcoming competitions.	Children will be more active and meeting the recommended 60 minutes per day. Improved levels of registers for all children (including those with SEND).	Registers Pupil surveys Timetable on website
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£1750 for after school clubs (NLS)

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase the amount of competitive sport opportunities for pupils including SEND.	1. Membership of school games 2. Enter school games competitions to focus on all abilities including SEND. 3. Achieve school games mark platinum for 8th year running. 4. Enter 25+ competitions throughout the year. 5. Continue to hold competitive element in PE lessons. 6. Hold in-school events 7. Membership of school football league	Children will be well prepared for competitions. When entering competitions children will use the rules and learn values such as fair play, honesty and respect for other teams and their team. Children will further develop our school value of courage when trying their best in competitions Increased desire to take part in competitions. Children will score in the top 3.	Pupil voice indicates that more children wanted a higher level of sporting opportunities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£75 school football league

Your Objective:



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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