Department for Education



Part A

PE and Sport Premium transition toolkit

Monitoring form

2026/27 academic year

Department for Education

Part A PE and sport premium transition toolkit Monitoring form

Department for Education

- It is intended that this monitoring form 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 up 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 your 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 form includes swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons following the completion of core-swimming 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 2026 to 2027 - GOV.UK
- The grant also supports the Inclusion 2024 Inclusive PE hub an online platform of resources to help schools make PE and sport more inclusive.
- Swimming and Water Safety

Review of the last academic year (2025/2026)

Department for Education

- 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	41% of children achieved.	School swimming is offered to children in Year 5 as part of the school's curriculum. Year 6 attended top up swimming sessions in May, June and July to support them in meeting the expectations of the National Curriculum for Swimming and Water Safety. School swimming is many of our children's only opportunity to swim.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% of children achieved.	
3. Perform safe self-rescue in different water-based situations	100% of children achieved.	

Review of the last academic year (2025/2026)

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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. Increase all staff's confidence, knowledge and skills in teaching PE and sporting activities	• Subscription to Gateshead School Sports Partnership allowed Cory Smith (PE Lead) to attend termly network meetings, conference day and regular training events to promote key messages in school. • Subscription to Complete PE Scheme allowed staff to complete online CPD including model demonstrations for each part of their lesson. It allows staff to access a bank of resources, including SEND Adaptations to use as appropriate. • The Year 4 Teacher (CE) was supported by a specialist coach in Spring Term 1 to support her teaching and subject knowledge in the delivery of Football. This allowed the class teacher to develop her confidence and apply new learnt strategies. • Evidence Collected: Network Notes, CPD Notes, Pupil Voice.	• Difficult to release staff for training and the cost implications for this.
2. Increase all pupils' engagement in regular physical activity and sporting activities	• School continue to provide varied sporting after school clubs. These continue to be well attended regularly by children across school. • Grant funding applied for through GLL to continue to develop outdoor provision for playtimes and lunchtimes. Pupil voice was conducted to see what activities they would like to enhance their playtimes. • Evidence Collected: Club registers, spending tracker, pupil voice.	• Costs continue to rise for out of school provision and particularly transports cost. This cost is not passed onto parents/carers.

Review of the last academic year (2025/2026)

Department for Education

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	• The children attended a variety of sporting events across the year. This was tracked to ensure all children had an opportunity to attend something. • Durham Cricket Foundation worked with children in school to raise profile of the sport and to signpost children to where they can play cricket locally. Free sign ups and training in the community were linked to this. • Creative Dance Centre worked in school with children and staff to promote the sport. Furthermore, they supported school as part of a sponsored sports event. • Sports events and festivals were promoted in newsletters and our school Facebook page to raise the profile of school sport, and the range of opportunities children were exposed to throughout the year. • Evidence Collected: Pupil Voice, Staff Voice, Record of Attendance for Events, Social Media Posts and Newsletters.	• Costs continue to rise for out of school provision and particularly transports cost. This cost is not passed onto parents/carers.
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 range of sports clubs and activities were open to all groups in school including children with SEND. Clubs were adapted to meet specific needs. • Durham Cricket support SEND children as part of their and our inclusion agenda. • Year 6 children (including) those who are disadvantaged have attended top up swimming lessons to further confidence. • Year 6 attended the residential visit to Manor Adventure in Lockerbie. Children participated in a range of outdoor and adventurous activities that they wouldn't have access to normally. They had to develop resilience, teamwork and challenge themselves. Sports premium, alongside other grants was used to support the cost for disadvantaged children. • When taking part in team sports, including the school football team, they are mixed gender unless specified as a particular gender. • Evidence Collected: Pupil Voice, Club Registers, Record of Attendance for Events, Swimming Data, Social Media Posts.	• The Year 6 cohort were poor swimmers and required lots of support to get where they did. Top up swimming was moved to the autumn term 1 to provide some continuity for the children. Previously Year 6 attended at the end of the year.

Review of the last academic year (2025/2026)

Department for Education

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
5. Increase participation in competitive sport	• Subscription to the Gateshead School Sports Partnership (which includes cluster events delivered by local secondary school and whole school sports day) has allowed many of our children to attend at least one competitive event during the academic year, including those with SEND as events have been tailored to specifically meet their needs. • School continue to ensure no cost is passed onto parents for attending sporting events. • School invested in a new sporting event kit to allow children to feel pride in representing our school at events. • Supporting Evidence: Record of Attendance for Events, Social Media Posts, Visit Information and Invoice for Kits.	• Despite attending many events where school can use our Metro pass or walk most events require school to hire a vehicle which continues to rise in price and use a large proportion of budget.

What are your next steps for this 2026/27 academic year?

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Aim	Why?	Key Area	Supporting evidence
• To engage with the Health and Wellbeing Service as part of the local place-based programme to increase opportunities to promote healthy lifestyles.	• Falla Park has been identified by Sport England as a priority to promote Health and Wellbeing in school.	• Key Indicator 1 - Increase all staff's confidence, knowledge and skills in teaching PE and sporting activity • Key Indicator 2 - Increase all pupils' engagement in regular physical activity and sporting activities	• PE Curriculum Audit • Facebook Posts • Newsletters • Pupil Voice • Staff Voice
• To develop pupils' understanding of content and skill knowledge.	• To equip children with to be able to articulate the skills needed for particular sports.	• Key Indicator 3 - Raising the profile of PE and sport across the school, to support whole school improvement	• Updated Medium Term Plan • Staff Meeting Notes • Learning Walks • Pupil Voice

What are your next steps for this 2026/27 academic year?

Department for Education

Aim	Why?	Key Area	Supporting evidence
• To support transition, develop children's confidence and experience of outdoor adventurous activities of Year 6.	• Children have limited opportunities to access outdoor adventurous activities or travel outside of the locality.	• Key Indicator 3 - Raising the profile of PE and sport across the school, to support whole school improvement • Key Indicator 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	• Pupil Voice • Staff Voice • Parent Voice • Participant numbers • Facebook Posts
• Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils.	• To ensure 100% of pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	• Key Indicator 5 - Increase participation in competitive sport	• Competition both inside and outside of school • Event tracker • Sports Days • Competition calendar and register of participants.

What are your next steps for this 2026/27 academic year?

Department for Education

Aim	Why?	Key Area	Supporting evidence
• Focus on top-up swimming and water safety for those pupils not achieving the expected swimming and water safety attainment.	• To ensure 100% of pupils meet the expected swimming targets.	• Key Indicator 1 - Increase all staff's confidence, knowledge and skills in teaching PE and sporting activity • Key Indicator 3 - Raising the profile of PE and sport across the school, to support whole school improvement • Key Indicator 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	• Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.

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PE and School Sport Checklist

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- Consider within your school where you currently stand and what further support you need to put in place.

Questions	Yes	Partly	No
Do you have a clear PE and school sport action plan for the year ahead (2026/27), agreed by leadership?	X		
Can you evidence how last year's PE and sport premium funding was spent, and what difference it made?	X		
Do you know what Physical Education looks and feels like in your school and is this delivery high-quality?		X	
Is there a clear plan to develop staff confidence in PE, whether delivery is internal, external or mixed?	X		
Do you have a curriculum that is broad, progressive and properly sequenced across year groups?	X		
Do you know how many pupils are active for at least 60 minutes a day, 7 days a week?		X	
Do you have a clear plan for your extra-curricular club offer?	X		
Is your wider school sport offer, including competitions, festivals, and fixtures planned?	X		
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?	X		
Do you have a clear plan for encouraging SEND pupils and less active pupils to become more active and participate in PE and school sport?	X		
If a governor, trust lead or external reviewer asked to see your PE and sport plan for future development, would you have clear evidence and rationale for impact?	X		
Are you clear on existing links with local clubs, and community settings to identify where further support and engagement could be made using local support for enhance your provision?		X	

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 focusing on:

- *increase all staff's confidence, knowledge and skills in teaching PE and sporting activities*
- *increase all pupils' engagement in regular physical activity and sporting activities*
- *raise 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*
- *increase participation in competitive sport*

- 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

Plan, monitor and evaluate (2026/2027)

Swimming and water safety

Department for Education

Questions	Yes	Partly	No
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?	X		
Will any of your year 6 group be accessing top up swimming to enable them to achieve the outcomes below?	X		

Look at the attainment of your current year 6 cohort. Complete by July 31, 2027.

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	• **69% of pupils in Year 6 can swim 25 metres.** This was down to including top-up swimming sessions for those pupils falling under the required attainment in the autumn term. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• Reduced number of children achieved objective 1 despite swimming sessions and top up swimming sessions. • Children rarely swim outside of the school lessons.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• **65% of pupils in Year 6 can use a range of strokes effectively.** This was down to including top up swimming sessions for those pupils falling under the required attainment. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	
3. Perform safe self-rescue in different water-based situations	• **65% of pupils in Year 6 can perform safe self rescues.** • This was down to including top up swimming sessions for those pupils falling under the required attainment. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher. • Evidence Collected: Swimming Data from Swimming Teachers.	

Plan, monitor and evaluate (2026/2027)

To Engage in the Health and Wellbeing Service

Department for Education

	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 engage with the Health and Wellbeing Service as part of the local place-based programme to increase opportunities to promote healthy lifestyles.	• Establish links with the Health and Wellbeing Service to identify opportunities, resources and support available. • Identify current whole-school approaches to physical activity and wellbeing, recognising strengths and areas for development. • Introduce Mini-Health Champions, selecting and training a group of pupils to promote healthy lifestyles. • Work alongside the Health and Wellbeing service to identify and implement initiatives to encourage pupils to become more physically active. • Support Mini-Health Champions in planning and delivering pupil-led activities, campaigns or challenges. • Monitor participation and gather pupil voice to evaluate the impact of the programme and share with Gateshead SSP.	• Mini Health Champions leading campaigns across school, with the School Council. • Parental involvement with key campaigns throughout the year. • CPD for staff to upskill knowledge and confidence in delivering PE.	• PE Curriculum Audit • Facebook Posts and Newsletters • Pupil Voice • Staff Voice • Network Meeting Notes.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

Plan, monitor and evaluate (2026/2027)

Develop Pupils' Understanding of Content Knowledge

Department for Education

	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 develop pupils' understanding of content and skill knowledge.	• Review Medium Term Plan to ensure a progression of skills within each strand. • Encourage teachers to explicitly discuss the transferable nature of skills across different PE units (e.g. balance, co-ordination, teamwork). • Conduct Pupil Voice discussions to evaluate whether children can explain the skills and knowledge developed rather than naming the sport.	• All pupils will talk confidently about their learning about skills needed to succeed in the sport learnt. • Children have experienced a range of sporting activities and challenges.	• Updated Medium Term Plan • Staff Meeting Notes • Learning Walks • Pupil Voice
	What impact have you seen?	**Are the improvements sustainable?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

Plan, monitor and evaluate (2026/2027)

Outdoor Adventurous 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)	• To support transition, develop children's confidence and experience of outdoor adventurous activities of Year 6.	• Children to have the opportunity to attend a residential visit to Manor Adventure in Lockerbie.	• Improved confidence in children. • Children challenging themselves and demonstrating resilience. • New experiences for children. • Improved teamwork and independence.	• Pupil Voice • Staff Voice • Parent Voice • Participant numbers • Facebook Posts
	What impact have you seen?	**Are the improvements sustainable?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

Plan, monitor and evaluate (2026/2027)

Develop Competition Inside and Outside of school

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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)	• Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils.	• Attend Gateshead SSP's calendar of events. • Engage with Heworth's cluster of events. • Playground leaders to organize and deliver events during the Summer Term. • Annual Sports Day to be delivered by Gateshead SSP. • Replenish equipment as required for school yard and PE lessons.	• Increased participation of all pupils. • Increased sense of achievement and confidence in the children. • Playground Leaders to take a lead role in the organization of events.	• Competition both inside and outside of school • Event tracker • Sports Days • Competition calendar and register of participants.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

Plan, monitor and evaluate (2026/2027)

Provide Top-up Swimming Sessions

Department for Education

	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 top-up swimming and water safety for those pupils not achieving the expected swimming and water safety attainment.	• Year 6 to attend top-up swimming in the Autumn Term • Review the change of timing to ensure effectiveness of skill development. • Extend top-up swimming for children who have a fear and lack confidence in water.	• Improvement on previous year's data.	• Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

Looking ahead and sustainability

Department for Education

Intent - what is your objective and why?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Potential cost?	What supporting evidence will be necessary?	Is this sustainable, or does it require a year-on-year commitment
• To engage with the Health and Wellbeing Service as part of the local place-based programme to increase opportunities to promote healthy lifestyles.	• Establish links with the Health and Wellbeing Service to identify opportunities, resources and support available. • Identify current whole-school approaches to physical activity and wellbeing, recognising strengths and areas for development. • Introduce Mini-Health Champions, selecting and training a group of pupils to promote healthy lifestyles. • Work alongside the Health and Wellbeing service to identify and implement initiatives to encourage pupils to become more physically active. • Support Mini-Health Champions in planning and delivering pupil-led activities, campaigns or challenges. • Monitor participation and gather pupil voice to evaluate the impact of the programme and share with Gateshead SSP.	• Mini Health Champions leading campaigns across, with the School Council. • Parental involvement with key campaigns throughout the year. • CPD for staff to upskill knowledge and confidence in delivering PE.	£1000	PE Curriculum Audit Facebook Posts Newsletters Pupil Voice Staff Voice	Year-on-Year commitment required

Looking ahead and sustainability

Department for Education

Intent - what is your objective and why?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Potential cost?	What supporting evidence will be necessary?	Is this sustainable, or does it require a year-on-year commitment
• To develop pupils' understanding of content and skill knowledge.	• Review Medium Term Plan to ensure a progression of skills within each strand. • Encourage teachers to explicitly discuss the transferable nature of skills across different PE units (e.g. balance, co-ordination, teamwork). • Conduct Pupil Voice discussions to evaluate whether children can explain the skills and knowledge developed rather than naming the sport.	• All pupils will talk confidently about their learning about skills needed to succeed in the sport learnt. • Children have experienced a range of sporting activities and challenges.	£500	• Updated Medium Term Plan • Staff Meeting Notes • Learning Walks • Pupil Voice	Sustainable
• To support transition, develop children's confidence and experience of outdoor adventurous activities of Year 6.	• Children to have the opportunity to attend a residential visit to Manor Adventure in Lockerbie.	• Improved confidence in children. • Children challenging themselves and demonstrating resilience. • New experiences for children. • Improved teamwork and independence.	£7060	• Pupil Voice • Staff Voice • Parent Voice • Participant numbers • Facebook Posts	Year-on-Year commitment required

Looking ahead and sustainability

Department for Education

Intent - what is your objective and why?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Potential cost?	What supporting evidence will be necessary?	Is this sustainable, or does it require a year-on-year commitment
• Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils.	• Attend Gateshead SSP's calendar of events. • Engage with Heworth's cluster of events. • Playground leaders to organise and deliver events during the Summer Term. • Annual Sports Day to be delivered by Gateshead SSP. • Replenish equipment as required for school yard and PE lessons.	• Increased participation of all pupils. • Increased sense of achievement and confidence in the children. • Playground Leaders to take a lead role in the organization of events.	£5790	• Competition both inside and outside of school • Event tracker • Sports Days • Competition calendar and register of participants.	Year-on-Year commitment required
• Focus on top-up swimming and water safety for those pupils not achieving the expected swimming and water safety attainment.	• Year 6 to attend top-up swimming in the Autumn Term • Review the change of timing to ensure effectiveness of skill development. • Extend top-up swimming for children who have a fear and lack confidence in water.	• Improvement on previous year's data.	£2000	• Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	Year-on-Year commitment required