



Primary PE & Sport Premium Funding

Monitoring & Tracking Form

2025/26



Review of last year (2024-25)

Funding was targeted to ensure equitable access to PE and sport. Catch-up swimming sessions prioritised pupils who had not met the 25m standard, including pupils with SEND and those who were under-active. Disadvantaged pupils were actively encouraged and supported to attend extra-curricular clubs, with participation monitored through club registration. Sports Leader opportunities were open to all pupils, including girls, to ensure representation and leadership development.

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<ul style="list-style-type: none"> ● Swimming assessment data, attendance records, and feedback from swimming instructors evidenced that: <ul style="list-style-type: none"> - 86.2% of pupils were able to swim competently, confidently and proficiently over a distance of at least 25 metres. - Catch-up swimming blocks were used effectively to support pupils who did not initially meet the required standard. - Under-active pupils and pupils lacking confidence in the water showed increased engagement and confidence. 	<ul style="list-style-type: none"> ● Swimming attendance records and staff observations evidenced that: <ul style="list-style-type: none"> - One pupil was unable to participate fully due to having a broken limb. - Some pupils with EHCPs or additional needs initially found entering the water challenging but were supported well to overcome this and access the sessions.
<p>2. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p>	<ul style="list-style-type: none"> ● 86.2% of pupils achieved this by the end of the swimming lessons 	



3. Perform safe self-rescue in different water-based situations

- 86.2% of pupils achieved this by the end of the swimming lessons
- Swimming provision was delivered by an external provider who maintains in-house CPD to ensure compliance with national swimming standards and regulations.



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>Lesson observations, pupil voice, and staff feedback evidence that:</p> <ul style="list-style-type: none"> - Through the use of the NPCAT Teaching and Learning Model, PE lessons developed significantly, with increased pupil engagement, enjoyment and aspiration. 	<p>Lesson observations, pupil voice, and staff feedback evidence that:</p> <ul style="list-style-type: none"> - further CPD is required to fully embed this into quality first teaching.
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<ul style="list-style-type: none"> ● Platinum Leadership Impact: Sports Leaders achieved Platinum level, demonstrating high-level autonomy in delivering active games that directly increased lunchtime physical activity. ● Universal Extracurricular Access: A comprehensive club offer for pupils from Reception to Year 6 ensured that physical activity was not limited to the core curriculum. ● Targeted Inclusion: Funding was strategically deployed to remove barriers to participation for disadvantaged pupils and those with SEND, with engagement monitored via registration data 	<p>Pupil and staff voice evidence that:</p> <ul style="list-style-type: none"> - To maximise the impact of our active playground, we will diversify the activity menu to include more inclusive, low-impact options that cater to all ability levels.



<p>3. Raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>Informal pupil voice feedback evidences that:</p> <ul style="list-style-type: none"> - Meetings with the PE Lead supported development and sharing of ideas across NPCAT. - Sports Leaders completed questionnaires to identify pupil interest in clubs 	<p>Pupil and staff voice evidence that:</p> <ul style="list-style-type: none"> - Scheduling constraints occasionally interrupted the frequency of weekly meetings; we are implementing a "protected time-slot" for 2025/26 to ensure junior leadership consistency.
<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>School participation records evidence that:</p> <ul style="list-style-type: none"> - All Year 5 pupils had access to a residential experience promoting teamwork, resilience and high levels of physical activity. - All pupils were given the same equitable access to the clubs offer. 	<p>Improved recording of participation in wider sporting events such as NPCAT competitions to ensure that all pupils have equitable access.</p>
<p>5. Increasing participation in competitive sport.</p>	<p>Participation records and the school calendar of events evidence that:</p> <ul style="list-style-type: none"> - Links with NPCAT and local clubs were strengthened to encourage participation in competitions and signpost pupils to community sport opportunities. 	<p>Improved recording of pupils who go on to access community sport opportunities and celebration of this and pupil achievements on the school social media page.</p>



Aims for next academic year (2025-26)

Funding will be used to remove barriers to participation by prioritising access to swimming, residential experiences and extra-curricular clubs for disadvantaged pupils and pupils with SEND. Club promotion and targeted encouragement will ensure girls and under-represented groups are supported to engage fully.

Swimming and Water Safety	Input Data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres?	<ul style="list-style-type: none">• Year 5 will attend a two-week swimming block in the Autumn Term.• Top-up sessions will be provided later in the year for pupils not meeting the 25m requirement.• Close partnership working with the swimming provider will continue to ensure high-quality provision.	
2. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]		
3. Perform safe self-rescue in different water-based situations		



Aim	Why?	Key area	Supporting evidence
<p>Incorporate a focus on assessment using 'Know, Show, Grow' via PE Passport.</p>	<p>Assessment helps teachers understand pupil progress and underpins planning</p>	<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	
<p>Utilise Staff and Sports Leaders to enhance the daily physical activity offer during unstructured times of the day.</p>	<p>Recommended 60 minutes of daily activity for health.</p>	<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	
<p>Celebrate accomplishments and embed the NPCAT Award requisites.</p>	<p>Celebrating achievements helps children feel valued and motivated.</p>	<p>3. Raising the profile of PE and sport across the school, to support whole school improvement.</p>	
<p>Continue to provide Year 5 OAA residential and an inclusive club offer (dance, darts, etc.).</p>	<p>Broadens horizons and provides experiences children might not otherwise have</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>Ensure purposeful and planned representation in NPCAT Sport Competitions for all pupils .</p>	<p>Encourages competitive spirit and teamwork</p>	<p>5. Increasing participation in competitive sport.</p>	
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Plan, Monitor and Evaluate (2025-26)

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

	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 assessment using 'Know, Show, Grow'.	CPD in Autumn Term on PE Passport assessment.	Improved teacher understanding of what pupils know and can do.	Consistent assessment data
	Incorporate oracy in PE (cold calling, pair share).	Provide updates on oracy strategies via CPD.	Children articulate knowledge and use technical vocabulary confidently.	Pupil voice and lesson observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate				



Plan, Monitor and Evaluate (2025-26)

Objective 2: Increasing engagement of all pupils in regular physical activity and sporting activities.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	To further utilise St Mary's Staff, Sports Leaders to enhance the opportunities to be actively engaged in physical activities during unstructured times of the day.	Sports Leaders will plan and deliver clubs with school staff supervising these.	Evidence of a high proportion of pupils involved in lunchtime activity.	Pupil voice feedback and staff observations of break and lunchtime play.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate				



Plan, Monitor and Evaluate (2025-26)

Objective 3: Raising the profile of PE and sport across the school, to support whole school improvement.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	To celebrate children's accomplishments with PE & Physical activity both in school and out of school.	Parents are encouraged to send accomplishments from outside of school to be celebrated.	Achievements are seen to be celebrated in school and through social media platforms	Achievements shared both in class and with the whole school in assemblies.
	Sport Leaders to embed the requisites of the NPCAT Award in school.	Sports Leaders work closely with school staff to plan and deliver physical activities during unstructured times of the day and support pupil participation in competitions.	Observation of Sports Leaders developing leadership skills and facilitating opportunities for others.	Sports Leaders access training and work alongside other school's leaders to share ideas.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate				



Plan, Monitor and Evaluate (2025-26)

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.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	To provide an Outdoor Adventurous residential experience for children in Year 5.	Year 5 will have the opportunity to attend a 3-day OAA residential at Newby Wiske PGL in the Spring Term.	Teamwork, independence, and resilience observed in pupils.	An enthusiasm for OAA evident through observation and Pupil Voice.
	To ensure the school's extra-curricular club continues to be varied and inclusive.	A variety of clubs are offered to all pupils .	Clubs promoted to target groups to ensure inclusion.	Enrolment data demonstrates all pulp demographic groups are represented in clubs attendance.
	To provide an Annual Carnival Day for children from St Mary's to come together with local schools.	Event in Summer Term including: <ul style="list-style-type: none"> - colour run - obstacle course - dance - large inflatables. 	Children observed participating in all elements of the event.	Shared participation between St Mary's and 2 other local schools



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate				



Plan, Monitor and Evaluate (2025-26)

Objective 5: Increasing participation in competitive sport.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	Ensure purposeful and planned representation in NPCAT Sport Competitions for all pupils ..	Staff will strategically select and organise teams to ensure that representation in NPCAT Competitions reflects the diversity of the school population, including SEND and disadvantaged pupils.	A broader demographic of pupils representing St Mary's in external competitions	NPCAT competition attendance records cross-referenced with pupil demographic data.
	To celebrate the end of topics within PE through Intra-House competitions.	PE Lead to devise a calendar of Intra-House competitions that mirror the PE curriculum, ensuring every child incorporates skills in a structured competitive environment	100% of pupils participating in at least one form of competitive sport per term regardless of skill level	Internal school competition logs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate				