



LINTHORPE COMMUNITY
PRIMARY SCHOOL

Sports Premium Spend 2025-2026

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



<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	YEAR 6 24-25 64 % of pupils in year 6 can swim 25 metres. Evidenced on Sims tracker (Excel) based on information and data collected poolside with swimming teacher.	We want this data to be higher, nearer 100%. Evidenced on Sims tracker (excel) PE Swimming assessment based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	64 % of pupils in year 6 can use a range of strokes effectively. Evidenced on Sims tracker (Excel) based on information and data collected poolside with swimming teacher.	We want this data to be higher, nearer 100%. Evidenced on Sims tracker (excel) PE Swimming assessment based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	76 % of pupils in year 6 can perform safe self rescues. Evidenced on Sims tracker (Excel) based on information and data collected poolside with swimming teacher.	We want this data to be higher, nearer 100%. Evidenced on Sims tracker (excel) PE Swimming assessment based on information and data collected poolside with swimming teacher.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Confident and Competent Staff: Teachers are more confident and competent in delivering PE lessons creating a more positive and effective learning environment. Staff were able to offer diverse, engaging activities that catered to the needs of all students. Staff confidence contributed to the creation of a structured, dynamic PE program that was adapted and enjoyed by students, allowing them to feel secure in trying new activities and pushing their boundaries. Teachers and staff are given the opportunity to enhance their skills by participating in events and collaborating with coaches. This ongoing professional development ensures that staff are well-equipped to deliver high-quality PE and extracurricular activities in the future. According to a staff survey, 81% of staff feel confident in their knowledge of PE, 88% are confident in using GetSet4PE as a PE curriculum, and 94% feel confident in teaching PE. Sustained Confidence and Competence: Continuous professional development ensured that staff maintained and built on their confidence and competence over time. This allowed for a lasting impact on the quality of PE lessons and helped staff stay up-to-date with best practices and new teaching techniques. Teachers had access to GetSet4PE CPD units. Teachers worked alongside the sports coach to develop and produce high quality PE lessons. PE leaders attended the annual PE conference and termly, local, PE SGO meetings.	It's great that 94% of staff now feel confident to enjoy delivering high quality Physical Education but we need this to apply to all staff.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Increased Engagement and Enjoyment for Children: As staff became more skilled and confident, children were more likely to enjoy PE and remain engaged throughout lessons. Fun, well-organised sessions made children excited about learning new skills and staying active. With greater teacher competence, lessons were more varied and accessible, encouraging all children, regardless of their ability, to participate enthusiastically in physical activity. Children not only enjoyed the lessons, but they also gained skills that improved their overall confidence and teamwork, which they continue to practice in informal play and daily life. According to a children's questionnaire (Year 2–6), 78% of students reported that they are active while at school. 87% of children enjoy physical activity at Linthorpe. 77% feel confident to take part in PE at school. 88% of all children have attended an after-school sports club.	Ensure all pupils have a positive engagement in PE and sporting activities. Not all pupils are active for 60 minutes a day 7 days a week. 22% of children are not active, 13% don't enjoy physical activity. 33% don't feel confident to take part.

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	Increased Physical Activity: More children are taking part in regular physical activity, improving overall health and fitness. The MOKI fitness bands activity tracking data showed a clear increase in physical activity levels among our year 5 pupils, highlighting the positive impact of recent initiatives to promote movement throughout the school day. The data provided measurable evidence that children are becoming more active, engaging in higher step counts and sustained periods of movement. The children's step count increased by 10%. According to a children's questionnaire (Year 2–6), 78% of students reported that they are active while at school. Through the use of our Sports coach at play and lunchtime, we have seen an improvement in teamwork, cooperation, and friendly competition keeping children socially engaged. Positive peer interactions during playtime increased their willingness to stay active. Active Lifestyles Beyond School: Parents and carers are more aware and involved in promoting active habits at home. Working alongside Sustrans, a local bike charity, children were given access to scooters and bikes to support active travel to and from school each day. As a result, 90 out of 630 children—approximately 14%—now travel to school actively, marking a significant improvement in daily physical activity and sustainable travel habits.	Not all pupils are active for 60 minutes a day 7 days a week. 22% of children are not active, 13% don't enjoy physical activity. 33% don't feel confident to take part. Not enough children actively travel to school, 86%.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
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	Increased Inspiration and Excitement for Physical Activity: Children were more motivated to participate in physical activity, as events provided a fun and engaging platform for them to be active. The excitement surrounding these events encouraged regular participation, fostering a love for physical activity beyond the school setting. According to a children's questionnaire (Year 2-6), 78% of students reported that they are active while at school. Our national curriculum plus offered 121 different clubs for YR – Y6. 88% accessed clubs. 87 % boys 89 % girls, 87 % EAL, 86 % PP, 91% non PP.	The numbers dropped from 100% 2023-24 due to the length of terms, (4 week) There was also no capacity to run lunchtime clubs in 2024-25.
5. Increasing participation in competitive sport	Sense of Belonging and Pride: Representing their school in events instilled a strong sense of pride and belonging in children. This sense of identity not only enhanced their emotional wellbeing but also strengthened the school community and promoted school spirit. 43% of children have represented the school at competitive sporting events. Our sports uniform has helped to create a sense of unity and equality among students. The children now feel part of a group, which has increased confidence and willingness to participate.	Sustainability of staff: Continuity of support staff attending events alongside the sports coach.

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) Perform safe self-rescue in different water-based situations	2025/26 swimming data 64% of Y6 can swim 25 metres or more 64% of Y6 can use a range of strokes 76% of Y6 can perform water safety	We want this data to be higher, nearer 100%. Move swimming for more accurate teaching at Borocuda. Instructors can closely observe each child and give precise feedback. Less travel time to Borocuda. Shorter journeys free up more time for learning and other activities. Borocuda is cost-effective. Lower venue fees help manage the school's budget efficiently, meaning both Year 4 and Year 5 could go swimming this academic year.

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.	Key Indicator 1: 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.
Ensure 90% of pupils are engaged in purposeful physical activity during lunchtime through SCOPE play, leaders and structured challenges.	Lunchtime is used as a powerful opportunity to improve physical activity levels, wellbeing and inclusion for all pupils, particularly in a local context where access to physical activity outside school may be limited.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Lunchtime engagement tracking showing 90% participation. Observations logs from play leaders and staff. Reduced lunchtime behaviour incidents and playground disputes. Pupil voice feedback showing increased enjoyment and confidence. Staff feedback on behaviour, focus and readiness to learn in the afternoon.
Fitness week will deliver learning opportunities focused on mental wellbeing, first aid and basic life saving skills.	Supports pupils' mental health and wellbeing, helping them understand how physical activity can reduce stress, anxiety and improve mood. Equips our pupils with essential life skills, including basic first aid and lifesaving knowledge that could one day save a life. Builds confidence and resilience, particularly for pupils who may struggle with emotions or social situations. Promotes safety awareness, ensuring pupils know how to respond in emergencies both in and out of school. Links PE to real-life outcomes, showing pupils that physical education is about health, wellbeing and responsibility, not just sport. Supports local and national priorities around child wellbeing, safety and healthy lifestyles.	Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	Participation data showing high levels of engagement during Fitness Week. Pupils can demonstrate basic first aid actions. Pupils can explain how to respond in an emergency. Pupils can describe how physical activity supports mental wellbeing. Photographs and videos of Fitness Week activities. Lesson plans and resources used. Case studies showing impact on least active or vulnerable pupils.

Aim	Why?	Key Area	Supporting evidence
Run termly family fitness events and after-school activity sessions to increase physical activity beyond school and into the local Middlesbrough community – Park runs etc	Physical activity levels in Middlesbrough are below the national average, and many children and families face barriers to accessing sport outside school. Family fitness events help remove these barriers. Engaging families increases the likelihood that pupils remain active long term, as children are more active when parents and carers model healthy behaviours. Extending physical activity beyond the school day maximises the impact of the Sports Premium, ensuring benefits are sustained outside PE lessons. Community-based activities such as park runs build positive links with local facilities and organisations, helping families feel confident using local green spaces. Family fitness events promote inclusion and equality, offering free, accessible opportunities for families who may not otherwise engage in organised sport. Supports mental wellbeing and social connection, helping families build routines around activity and reducing isolation.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Attendance records showing increased participation at termly family fitness events. Repeat attendance at events such as park runs, family walks or after-school sessions. Parent and pupil voice feedback showing improved attitudes towards physical activity. Case studies of families who continue activities outside school following events. Data for all physical activity level tracked on Sims

Aim	Why?	Key Area	Supporting evidence
Pupils in Years 1-6 will experience at least 3 non-traditional or emerging sports each year (e.g. parkour, wheelchair sports, orienteering, street dance, boxing fitness).	Increases engagement for all pupils, particularly those who may not enjoy traditional sports like football, netball, or rugby. Promotes inclusivity, giving SEND pupils or less confident learners opportunities to succeed and enjoy physical activity. Develops broader physical literacy, helping pupils master different movement patterns, coordination, balance, and agility. Encourages lifelong participation in sport, as pupils discover activities they enjoy and can continue outside school. Supports diversity in PE curriculum, showing that sport and physical activity are not limited to mainstream or competitive options. Aligns with health and wellbeing goals, as new sports often challenge both body and mind in creative ways.	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	Participation records showing each pupil has tried at least 3 new activities per year. Club or activity attendance if follow-on sessions are offered. Data for all physical activity level tracked on Sims
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 all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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

Your objective: Provide PE CPD and support to all staff



association for
PHYSICAL 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 teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Focus on teacher training to increase the confidence, knowledge, and skills of all staff involved in teaching PE and sporting activities. Prioritize Continuing Professional Development (CPD) and provide training where necessary to improve teaching quality.	Increased teacher confidence in delivering PE lessons. Improved quality of PE lessons, leading to higher pupil engagement and attainment. Consistent delivery of two hours of high-quality PE each week for all pupils.	Results from staff confidence surveys indicating teacher comfort and enthusiasm in teaching PE. EYFS Pupils' attainment data showing improvements in skills and physical literacy. Lesson observation reviews confirming high-quality teaching practices. Sports leaders' Pupil voice feedback reflecting enjoyment and engagement in PE.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Improved staff confidence and competence in delivering high-quality PE. Development of a positive whole-school PE culture, where both staff and pupils value and enjoy PE, increasing opportunities for active participation and lifelong engagement in physical activity.	Increased teacher confidence and subject knowledge means staff are now better equipped to plan and deliver high-quality PE independently. This expertise remains within the school and can be built upon each year.	EYFS Pupils' attainment data showing improvements in skills and physical literacy. 94.4% E – Portfolio includes Staff survey, Lesson Observations, Sports Leader – pupil voice	CPD £250

Your objective: purposeful physical activity



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Ensure 90% of pupils are engaged in purposeful physical activity during lunchtime through activities such as SCOPE play, leaders, and structured challenges.	Use lunchtime as a powerful opportunity to improve pupils' physical activity levels, wellbeing, and inclusion by: Organizing structured play and challenges. Using play leaders to facilitate activities. Focusing on inclusion, especially where access to physical activity outside school is limited.	Increased physical activity participation at lunchtime (aiming for 90% engagement). Improved pupil wellbeing, enjoyment, and confidence. Reduced behavioural incidents and playground disputes. Positive influence on pupils' behaviour, focus, and readiness to learn in the afternoon.	Lunchtime engagement tracking data showing 90% participation. Observation logs from play leaders and staff. Reduced lunchtime behaviour incidents and playground disputes. Pupil voice feedback indicating increased enjoyment and confidence. Staff feedback on pupil behaviour, focus, and readiness to learn post-lunchtime.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Improved pupil wellbeing and enjoyment, with pupils reporting that they enjoy lunchtime activities and value the opportunity to be active with their peers. Increased participation has helped to build confidence, teamwork, and social skills.	Development of leadership skills among Sports Leaders and play leaders, who have taken responsibility for organising activities, supporting younger pupils, and promoting a active play.	Over 90% of children are engaged at a lunchtime. Feedback from Staff/pupils is 100% positive.	Resources £4421

Your objective: Raising the profile of PE



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Fitness week will deliver learning opportunities focused on mental wellbeing, first aid and basic lifesaving skills.	Place a greater emphasis on healthy eating during Fitness Week , including workshops, themed activities, cooking demonstrations, and pupil challenges focused on balanced diets and making informed food choices. Invite guest speakers (e.g., dietitians, local chefs, health visitors) from the community to run assemblies or workshops. Host "Healthy Eating Challenges" Organise family-friendly fitness and nutrition events (during Summer fair or fitness week, such as: A smoothie bike challenge. Parents vs. pupil's cook-off. Taster tables with local farm shops or food producers	Children making healthy choices at lunch, school dinners /packed lunches. A fitter, healthier school consistent messaging across all areas of school life, reinforcing that healthy eating supports concentration, physical health, and long-term well-being.	Pupil voice – food.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Fitness Week has contributed to the development of a healthier school culture by promoting physical health, mental wellbeing, healthy eating, and personal safety. Pupils have gained valuable knowledge and life skills, are making more informed health choices, and have a stronger understanding of how healthy habits support learning, wellbeing, and long-term health outcomes. The consistent promotion of these messages across all aspects of school life has helped embed positive behaviours and attitudes towards health and wellbeing.	Consistent school-wide messaging from teachers, lunchtime staff, and school leaders reinforces the importance of healthy choices, helping pupils to develop long-term habits rather than short-term changes. Monitoring of snacks in KS2 to be healthy.	100% of children took part in a range of Physical activities – Dance, Fitness, Healthy eating – Creating a healthy food First aid and life saving assemblies	£9881

Your objective:



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Run termly family fitness events and after-school activity sessions to increase physical activity beyond school and into the local Middlesbrough community – Park runs etc	Organise family-friendly fitness. Park run – assembly, before and after events. Celebrating taking part. Support from a cross school community.	A fitter, healthier school consistent messaging across all areas of school life, reinforcing that healthy eating supports concentration, physical health, and long-term well-being.	An increase in the number of participants at events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Family fitness events and after-school activity sessions have had a significant positive impact on pupils, families and the wider Middlesbrough community by promoting physical activity beyond the school day.	Develop strong community links with organisations such as Middlesbrough Parkrun, local sports clubs, leisure centres and community groups to provide ongoing opportunities for families to remain active outside school.	Social media, parent and pupil voice E-portfolio 60+ children attended the Junior Albert Park Run	£0

Your objective:



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Pupils in Years 1-6 will experience at least 3 non-traditional or emerging sports each year (e.g. parkour, wheelchair sports, orienteering, street dance, boxing fitness).	Increase the number and range of activities and clubs on offer of emerging sports. Implementation of new extra-curricular timetable. Equipment and resources to be purchased for facilitation of activity Use ideas from Getset4 PE	In July 2025, only 78% of the school were active for 60 minutes a day, 7 days a week. We aim to drive this to 85% by July 2026 through the addition of new lunch and extra curricular opportunities.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Data for all physical activity level tracked on SIMS
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased pupil engagement in PE, as children are exposed to exciting and varied activities that motivate and inspire participation. Activities included clubbercise, parkour, maypole dancing, street dance. Pupils who may not typically enjoy traditional team sports are more willing to take part.	Investment in resources to continue clubs/activities.	Maypole dancing and Clubbercise 100% of children took part. Street Dance, Parkour, Number of children attending clubs – 100% full for 6 weeks. Social media posts Arbour data, E portfolio.	£1000

Your objective: Develop competition



association for
PHYSICAL EDUCATION



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	Trust KS1 and SEND festivals Middlebrough Competitions and School games festivals. Arrange in house competition within classes to take place at the end of each unit to celebrate learning. Arrange all UKS2 to represent school through school games competitions and competition hosted here against other local primary schools. Format to change based on pupil needs see competition format.	An 100% of pupils will compete once in an intra house competition at the end of relevant units and during sports day.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Competition calendar and register of participants.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The school's commitment to providing competitive opportunities for all pupils has created a more inclusive and engaging sporting culture. Participation rates have increased. As a result, pupils are developing not only their physical abilities but also the personal and social skills that support success both within and beyond sport.	Inclusive competitive opportunities are embedded into the school's annual PE programme and supported through established partnerships, TLLT and Middlebrough Sports Partnership. Regular participation in both intra- and inter-school competition.	All children competed in 2 or more intra house competitions, including sports day, and football events. Social Media Excel registers E-portfolio data	Transport £675

This page has been left blank for any notes or supporting information.