

## Part A

# PE and Sport Premium transition toolkit

Monitoring form

**2026/27 academic year**

# Review of the last academic year (2025/2026)

| 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 | • **81% of pupils in year 6 can swim 25 metres.**<br>• Evidenced on swimming assessment tracker based on information and data collected poolside with swimming teacher. | • 10% of pupils club swimmers, exceptionally confident and able.<br>• Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher. |
| **2.** Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | • **68% of pupils in year 6 can use a range of strokes effectively.**<br>• Evidenced on swimming assessment tracker based on information and data collected poolside with swimming teacher. | • 10% of pupils club swimmers, exceptionally confident and able.<br>• 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 | • **60% of pupils in year 6 can perform safe self-rescue.**<br>• Evidenced on swimming assessment tracker based on information and data collected poolside with swimming teacher. | • 10% of pupils club swimmers, exceptionally confident and able.<br>• Evidenced on swimming assessment tracker based on information and data collected poolside with swimming teacher. |

# Review of the last academic year (2025/2026)

| 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** | • CPD last year included (for different staff) dance, cricket, rugby, flag football, athletics, oracy, SEND adaptations. The cover supervisor was also included in PE CPD.<br>• Lesson observations show that staff are most competent delivering the games / fitness curriculum.<br>• Pupil voice data shows 98% of pupils enjoy PE.<br>• As a result of a clear focus on teacher CPD and a new curriculum implemented, pupil attainment data rose from 80% of FS, 85% of KS1 and 84% of KS2 achieving ARE, to 90% of FS, 91% of KS1 and 89% of KS2 achieving ARE. | There is a heavy cover implication when staff attend CPD which means regular PE teachers don't teach the curriculum, lessons. |
| **2. Increase all pupils' engagement in regular physical activity and sporting activities** | Autumn 2025 participation figures (clubs)<br>Y5 85% SEN 73% PP 70%<br>Y6 74% SEN 69% PP 58%<br><br>Autumn 2026 Participation figures (clubs)<br>Y5 78% SEN 71% PP 53%<br>Y6 78% SEN 52% PP 40%<br><br>• All pupils who regularly attend a club will represent the school when competitive fixtures are arranged. The emphasis on school teams is inclusion and reward for commitment. Pupils who wish to perform to elite already have out of school performance pathways identified.<br><br>Because pupils wear PE kit to school, no pupil does not come for a lesson without a PE kit. 100% lesson engagement. If a pupil is injured, they take on coaching / officiating roles. | • Still some PP pupils 'hard to reach' for attending clubs. Pupil voice has been carried out with these pupils. They either have prior commitments or are not motivated by the variety of |

# Review of the last academic year (2025/2026)

| 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 and leading to high numbers of participation.** | Interclass competitions on a Friday lunchtime across the year. Sports included are football, athletics, dodgeball, dance, karaoke, darts, cross country, netball, volleyball and skipping. These were events where by the end of the year all pupils in all classes would have had the chance to participate. | Still not all pupils became physically involved due to a lack of confidence |
| **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** | • Continuing to offer a wider range of activities both within and outside the curriculum to get more pupils involved:<br>• Extra-curricular clubs targeted to include both SEN+PP pupils included football, rugby, dodgeball, basketball, athletics, rounders, dance, tennis, cricket, frisbee, skipping, hockey and karate. | • Slide 4 page 2 contains the full data that reflects participation at these clubs. |
| **5. All pupils can access a residential outdoor activity experience (High Borrans)** | 112 pupils (75% of the year group) went to High Borrans where they experienced events such as kayaking, hill walking, river scrambling and mountaineering. There were 3 separate trips across the year to facilitate this number of pupils.<br><br>School ensured by working with parents, finance was not a barrier to this trip. | Not all pupils attended the trip because of other previous commitments they had. a small number still lacked confidence to leave home.<br><br>3 trips across the year created a huge cover implication within school for other subjects. Subject leaders fed this back to leadership meetings. |

# Next steps for this 2026/27 academic year

| Aim | Why? | Key Area | Supporting evidence |
|---|---|---|---|
| • Continue CPD on specific sports to enhance curriculum delivery. | • To ensure the curriculum is as well taught as possible for the pupils. | • Agreement of lesson drop ins to share best practice amongst colleagues driven by evidence that arises from then first round of observations in November. | • Lesson, obs and pupil voice at the end of the year (June) will confirm its success. |
| • Provide interclass opportunities across the year which is proven to improve social cohesion | • To ensure that all pupils have the chance to take part and feel elements of social cohesion in their class brought about by this event. | • Sports published half termly, class teacher ensures that all pupils have the chance to take part. | • Registers of events at the end of the year. |
| • Provide all KS 2 pupils with a residential outdoor experience | • Raise self confidence and build self esteem through outdoor activities. Promote the chance for pupils to widen friendship groups in a stimulating setting. | • Key indicator 5.<br>• Increasing participation outdoor education activities. | • Registers from the 2 x trips<br>• Pupil voice on the success after these trips have taken place. |
| Children able to swim 25 / range of strokes / leave the pool safely | • To ensure as many reach the expected swimming targets. | • Key Indicators 1, 3, 4.<br>• Developing pupil attainment. | • Evidenced on swimming assessment tracker based on information and data collected poolside with swimming teacher. |

# PE and school sport checklist

- 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 development 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)

- 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

| 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? depends on first 6 sessions | | | |

**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 | • **% of pupils in year 6 can swim 25 metres.**<br>• Evidenced on swimming assessment tracker based on information and data collected poolside with swimming teacher. | |
| **2.** Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | • **% of pupils in year 6 can use a range of strokes effectively.**<br>• 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 | • **% of pupils in year 6 can perform safe self rescues.**<br>• Evidenced on swimming assessment tracker based on information and data collected poolside with swimming teacher. | |

# Plan, monitor and evaluate (2026/2027)

## Provide CPD and support to all staff

| | 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)** | • Focus on CPD ensuring all teachers are confident to enjoy teaching high-quality Physical Education. | • QFT implemented by knowing staff current expertise through school monitoring system. Best practice of sessions disseminated through times staff are covered to go and observe others teach.<br><br>Subject leader reviewing curriculum with North Tyneside PE advisor (Sept 2026) | • Staff Confidence in all aspects of the PE curriculum<br><br>• Lesson obs after training show improvements have taken place and QFT is across the whole curriculum. | Staff voice<br>Pupil voice<br>Appraisal<br>lesson observations |
| | **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)

## Drive physical activity levels

| | 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 in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.<br>• Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week. | • All pupils get 2 x hours of PE a week<br>• Morning break (15 mins) and lunch (45 mins) always has the opportunity to run and play. The astro / yard (1 of those) is always available all of the time.<br>• Footballs and other lunchtime sports / play equipment has been purchased so the pupils have equipment to play with<br>• Comprehensive range of clubs before / lunch and after school that pupils can sign up to. These activities are 95% free of financial cost. | • High numbers of pupils come to clubs<br>• Astro is already heavily used (80% of 300 KS 2 pupils) every lunchtime.<br>• Full participation in PE lessons as pupils come to school in PE kit<br>Links to clubs strengthen outside of school with more pupils being signposted to activities | External physical activity trackers outlining the amount of activity pupils' access outside of school.<br>Extra curricular timetable and participation data.<br>Lunchtime participation data, alongside lunchtime activity plan. |
| | **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

| | 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)** | • Ensure that girls, PP and SEN cohorts have an equitable chance to take partin and be inspired by physical activity through a targeted range of activities.<br>• Extra care and focus is given when selecting pupils to ensure all have the chance to be motivated.<br><br>Range of additional SEN day sports events for pupils | Targeted activities that include<br>*Every girl, Every sport initiative to engage less<br><br>● NUFC ladies speaker visit to MBMS<br>● Girls only sports thurs lunch.<br>● Pilot scheme within y8 pe Lessons (gender based).<br><br>Extra care will also be given to recruit PP / SEN girls within this.<br><br>KB work with NTC sports team to enrol of specific SEN sports events | Increase in girls<br>● Feeling positive about sports<br>● Taking part freely in sport and PE.<br><br>SEN pupils uptake in sports increases. | Pupil feedback of events<br>Participatory numbers |
| | **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 competition

| | 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)** | • Ensure all pupils can access competition in school through regular inter class competition, as well as all pupils accessing competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.<br>• MBMS operates an inclusive policy where all pupils who consistently attend clubs will get a chance to play for the school team before the end of then year. | • Competition within inter class to take place at the end of each half term to build social cohesion across the school.<br>• Arrange all KS2 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. | • By July 2027, 80%+ of KS2 have participated in inter class competition.<br>• All pupils who consistently attend clubs. | Competition formats and planning for all intra-school lesson level competitions, all inter competitions hosted at our school and sports day.<br><br>Virtual multi skills league format and results.<br><br>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)

## Develop competition

| | 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)** | • All pupils in Y6 have the chance to attend a outdoor education residential experience where self confidence and finances are not a barrier to them. | • Use of school sport money to support transport costs.<br>• Use of PP and SEN funds to support actual cost of trip<br>• Use of PTA funds to further support trip.<br>• Identification of a new venue (Patterdale, confirmed Nov 26)<br>• Individual meetings with any pupils families who may have self confidence issues with leaving the family home.<br>• Recruitment of staff for these events. | • Above 75% of Y6 cohort access this trip.<br>• For pupils who do not go, it was not because of a finance barrier. | Trip registers<br><br>Family voice for pupils who do not go. |
| | **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

| 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 |
|---|---|---|---|---|---|
| Continue to provide CPD to ensure consistently high-quality PE lessons. | Monitoring tools including PV, lesson obs and LW's show clear data picture of performance, training will be matched to this. | Continued high-quality practice, maintaining impact data evidence mentioned above. | £2000(cover and courses) | Monitoring tools as mentioned previously | Sustainable and always changing. |
| Focus on lunchtime provision to maximise the offer so all pupils can participate. | Sports play bags / footballs / basketballs for all year groups | All pupils have the opportunity to be active | £800 | Pupil activity level, pupil voice, pupil engagement. | Sustainable. |
| Continuation and expansion of inter class competition | Key PE teacher works with school cohesion and rewards coordinator. | Interclass events 1 x every half term all pupils involved in one activity by the end of the year. Many pupils involved every half term. | Cover costs for staff as preparation time is needed to do this well (up to 5 days cover a year) | Pupil feedback<br>Observation of events with high pupil numbers involved. | Sustainable |
| Year on year to be able to offer residential outdoor experience for every pupil in KS2. | Continual booking each year.<br>Use of school sport money to support transport costs.<br>part SEN / PP funds for those eligible pupils to remove financial, barrier.<br>Recruitment of staff for event. | Raise self confidence and self esteem after event.<br>Greater social cohesion of year group. | SSP / SEN / PP part funds.<br>Parental contribution.<br>Potential PTA financial support | Register of trips<br>Team meetings for effective planning | Year on years commitment and financial planning |