Department for Education



Ribbon Academy

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

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- 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)

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- 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	• **85% of pupils in year 6 can swim 25 metres.** • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	A significant amount of additional swimming provision was required to support Year 5 and Year 6 pupils in achieving the expected swimming standards. As a result, less time and capacity were available to focus on the Year 4 cohort at an earlier stage in their swimming journey. This led to a greater reliance on catch-up and top-up swimming lessons in upper Key Stage 2 than had originally been planned.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• **85% of pupils in year 6 can use a range of strokes effectively.** • 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	• **85% of pupils in year 6 can perform safe self-rescue.** • 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	• Staff benefited from a comprehensive package of support through Get Set 4 PE, Easington School Sport Partnership (ESSP) and specialist coaching provision. • Teachers developed greater confidence and competence in delivering high-quality PE lessons and demonstrated a better understanding of adaptive teaching strategies to support all learners. • Learning enquiries and monitoring activities showed increased consistency in the quality of PE teaching across the school. • Staff confidently adapted activities and lessons to meet the needs of all pupils, improving inclusion and engagement. • The continued implementation of Get Set 4 PE strengthened teacher confidence, subject knowledge and use of assessment tools across all year groups. • Staff feedback consistently highlighted the value of support provided by ESSP, Get Set 4 PE, the PE Subject Leader and the Sports Coach. • The school achieved the School Games Platinum Award for the third consecutive year, reflecting the quality and sustainability of PE provision.	• Monitoring identified some variation in teacher confidence across specific PE disciplines, requiring continued professional development and coaching support. • Staff remain reliant on external support and specialist coaching for depth of knowledge in aspects of PE, highlighting the need to continue with the in-house expertise structure and leadership capacity. • Monitoring and learning enquiries continue to identify development priorities that require further refinement through the PE Action Plan

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?
2. Increase all pupils' engagement in regular physical activity and sporting activities	• Pupils from Year 1 to Year 6 participated in East Durham Fitness taster sessions, introducing them to alternative forms of physical activity beyond traditional sports. • Pupil feedback demonstrated exceptionally high levels of enjoyment, enthusiasm and engagement. • Follow-up East Durham Fitness holiday clubs were fully booked by Ribbon pupils, demonstrating sustained engagement beyond school. • Disadvantaged pupils benefited from the removal of practical and financial barriers through PE kit provision and targeted support. • Increased attendance at active after-school clubs was recorded among disadvantaged pupils. • Spare PE kits ensured pupils could continue to participate in lessons regardless of circumstances, improving inclusion and engagement. • Pupil voice and participation records demonstrated improved confidence, wellbeing and enjoyment of physical activity.	• Further work is required to establish a dedicated functional fitness after-school club to build on the success of the East Durham Fitness programme. • Continued monitoring is needed to ensure participation gaps between disadvantaged pupils and their peers continue to narrow. • While engagement improved, some pupils still require targeted encouragement and support to participate in extracurricular physical activity opportunities

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	• Opportunities for girls' football were significantly increased through structured clubs, trials, intra-school competitions and competitive fixtures. • Two girls' football teams were established, increasing participation and representation opportunities. • Promotion through Class Dojo and social media increased awareness of sporting opportunities and celebrated achievements. • The school strengthened links with community providers including East Durham Fitness, extending sporting opportunities beyond the school setting. • Sporting achievements were regularly celebrated and helped to create a culture where participation and success in sport were valued across the school community. • Increased participation from girls and disadvantaged pupils contributed to a more inclusive sporting culture.	• Opportunities to further strengthen community pathways and increase sustained participation in local sports clubs remain. • Further work is needed to ensure all sporting opportunities receive equal promotion and attract participation from harder-to-engage groups. • The school should continue developing strategies to maintain high visibility of PE and sport beyond major competitions and events
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	• East Durham Fitness provided pupils with access to a new and engaging form of physical activity not traditionally available within school. • Functional fitness opportunities broadened pupils' understanding of how they can remain active beyond traditional competitive sports. • Girls' football opportunities expanded significantly through clubs, trials and competitive fixtures. • Two girls' football teams were created, increasing access to team sport and competition. • Inclusive practices ensured disadvantaged pupils and pupils with additional needs were able to access PE, school sport and physical activity opportunities. • Pupils developed positive attitudes towards a broader range of sporting activities, contributing to increased participation and enjoyment.	• Functional fitness provision remains largely dependent on external partnerships and has not yet become a fully established part of the extracurricular offer. • Further opportunities are needed to expand alternative and non-traditional activities to engage pupils with a wider range of interests. • Work should continue to ensure all pupils, particularly less-active groups, access the full breadth of sporting opportunities available

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?
5. Increase participation in competitive sport	• The school provided extensive opportunities for participation through ESSP, CNS, Panathlon and local partnership events. • End-of-term Family competitions increased participation and ensured all pupils experienced competitive sport regardless of ability. • Competitive opportunities were inclusive, including meaningful participation for pupils with SEND through Panathlon and ESSP events. • Participation levels and sporting success increased significantly across a wide range of sports. • Outstanding achievements included success in cross-country, athletics, football, dodgeball, basketball, rugby, gymnastics, swimming and tennis. • Pupils achieved success at local, regional, county and national levels, including national finals appearances in dodgeball and county championships in athletics and sports hall athletics. • After-school clubs successfully supported talent identification and skill development, creating clear pathways into competition	• Despite increased opportunities, not all pupils were able to access competitive experiences due to capacity and squad-size limitations within some sports. • The school should continue to broaden opportunities for less confident and less active pupils to engage in competitive sport. • Increasing the number of intra-school competitive opportunities would help ensure an even greater proportion of pupils experience success through competition.

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

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Aim	Why?	Key Area	Supporting evidence
• To further develop the confidence, knowledge and expertise of staff to deliver high-quality PE and school sport	• Monitoring, learning enquiries and staff feedback demonstrate that PE provision is strong across the school. Continued investment in professional development will ensure high-quality teaching remains consistent, adaptive and sustainable, whilst reducing reliance on external specialists over time.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.	• Continue annual subscription to Get Set 4 PE • Utilise support from Easington School Sport Partnership to provide CPD, curriculum updates and subject-specific training. • Provide coaching and mentoring from the PE Lead and Sports Coach. • Conduct learning enquiries, lesson visits and pupil voice activities to identify strengths and development priorities. • Develop staff confidence in adapting lessons to meet the needs of disadvantaged pupils and pupils with SEND. • Ensure PE assessment systems are used consistently to inform planning and progression. • Maintain high-quality PE provision which supports future School Games Mark accreditation.
• To increase participation in physical activity for all pupils through inclusive opportunities and enhanced engagement	• Participation in extra-curricular activities increased during the previous year, with particularly positive engagement from disadvantaged pupils. Further work is required to engage less active pupils and ensure all children access regular physical activity beyond curriculum PE.	2. Increasing engagement of all pupils in regular physical activity and sporting activities.	• Continue providing a broad programme of lunch-time and after-school sports clubs. • Maintain provision of spare PE kits to remove barriers to participation. • Target identified groups, including disadvantaged pupils and less active pupils, through tailored club offers and personal invitations. • Use pupil voice to identify activities that pupils would like to access. • Continue to monitor participation data to ensure equitable access across year groups and pupil groups. • Promote healthy lifestyles and lifelong participation in physical activity through whole-school initiatives. • Increase opportunities for physical activity throughout the school day where appropriate.

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

Department for Education

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Aim	Why?	Key Area	Supporting evidence
• To further broaden sporting experiences through innovative and inclusive opportunities, including the development of Functional Fitness and Girls' Football	• The introduction of Functional Fitness and the expansion of Girls' Football significantly increased engagement and participation. Building on these successes will further broaden the school's sporting offer and promote lifelong participation in physical activity.	3. Raising the profile of PE and sport across the school 4. Offering a broader and more equal experience of sports and physical activities to all pupils.	• Develop Functional Fitness from a taster programme into a sustained extra-curricular offer. • Strengthen links with East Durham Fitness and other community providers. • Continue to develop Girls' Football through clubs, competitions and participation pathways. • Maintain opportunities for girls and boys to access all sporting activities. • Introduce further alternative and non-traditional sporting experiences to engage a wider range of pupils. • Promote sporting success and participation through assemblies, newsletters, social media and Class Dojo. • Encourage participation in community clubs to support long-term engagement outside school.
• To increase opportunities and success in competitive sport for all pupils	• The school continues to achieve success at local, county and national levels, whilst providing a wide range of competitive opportunities. The next step is to ensure an even greater proportion of pupils experience competitive sport through both intra-school and inter-school competition.	• 5. Increasing participation in competitive sport.	• Continue membership of Easington School Sport Partnership. • Maximise participation in ESSP festivals, leagues and competitions. • Maintain involvement in Panathlon events and inclusive sporting opportunities. • Continue to provide a broad programme of after-school clubs that prepare pupils for competition. • Develop additional intra-school competitions to increase opportunities for all pupils. • Ensure girls' teams continue to access competitive football opportunities. • Track participation rates to ensure a greater number of pupils represent the school throughout the year. • Celebrate competitive achievements through assemblies, social media and school communications.

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?	Yes		
Can you evidence how last year's PE and sport premium funding was spent, and what difference it made?	Yes		
Do you know what Physical Education looks and feels like in your school and is this delivery high-quality?	Yes		
Is there a clear plan to develop staff confidence in PE, whether delivery is internal, external or mixed?	Yes		
Do you have a curriculum that is broad, progressive and properly sequenced across year groups?	Yes		
Do you know how many pupils are active for at least 60 minutes a day, 7 days a week?		Partly	
Do you have a clear plan for your extra-curricular club offer?	Yes		
Is your wider school sport offer, including competitions, festivals, and fixtures planned?	Yes		
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 ?	Yes		
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?	Yes		
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?	Yes		
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?	Yes		

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

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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 ?	Yes		
Will any of your year 6 group be accessing top up swimming to enable them to achieve the outcomes below?			No

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		
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)

Aim 1: Develop staff confidence, knowledge and expertise in delivering high-quality PE

	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 staff have the knowledge, confidence and skills required to deliver high-quality PE lessons. • Develop sustainable in-house expertise through the PE Lead and Sports Coach. • Maintain high standards of PE teaching through ongoing professional development and support.	• Continue subscription to Get Set 4 PE. • Engage with Easington SSP CPD opportunities and curriculum support. • Provide coaching, mentoring and team-teaching opportunities through the PE Lead and Sports Coach. • Complete lesson observations, learning enquiries and pupil voice activities. • Share best practice and adaptive teaching strategies across school..	• Increased staff confidence in teaching all areas of the PE curriculum. • Consistently strong teaching observed during monitoring activities. • Improved staff understanding of adaptive teaching and inclusion. • High-quality PE provision sustained across all year groups. • Increased staff independence and reduced reliance on external providers.	Staff confidence surveys. Lesson observations. Learning enquiries. Staff feedback. PE assessment data. Pupil voice.
	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)

Aim 2: Increase participation and engagement in physical activity for all pupils

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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)	• Increase participation in physical activity across all pupil groups. • Reduce barriers to participation for disadvantaged and vulnerable pupils. • Encourage positive attitudes towards lifelong physical activity.	• Provide a broad programme of lunch-time and after-school clubs. • Continue to remove barriers through PE kit provision. • Target less active pupils and disadvantaged pupils for additional opportunities. • Gather pupil voice to shape club provision. • Promote physical activity through whole-school initiatives and challenges. • Monitor participation rates throughout the year..	• Increased attendance at clubs and sporting activities. • Increased participation from disadvantaged pupils and identified target groups. • Pupils demonstrating positive attitudes towards physical activity. • Greater numbers of pupils participating in regular physical activity beyond curriculum PE. • Improved pupil wellbeing, confidence and engagement.	Club registers. Participation tracking. Pupil voice. Attendance data.PE assessment data. Case studies.
	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)

Aim 3: Broaden sporting experiences through Functional Fitness, Girls' Football and inclusive opportunities

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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 pupils with access to a wider range of sporting and physical activity experiences. • Further develop Functional Fitness as a sustainable part of the school's offer. • Increase participation opportunities for girls and underrepresented groups. • Raise the profile of PE and sport across the school.	• Continue partnership work with East Durham Fitness. • Establish Functional Fitness as a regular extra-curricular provision. • Continue to develop Girls' Football clubs, teams and competitive opportunities. • Introduce additional alternative and non-traditional sporting experiences. • Promote sporting participation and achievements through assemblies, Class Dojo and social media. • Strengthen links with local clubs and community providers.	• Increased participation in Girls' Football. • Increased engagement in Functional Fitness opportunities. • Greater awareness of different sporting pathways available to pupils. • Increased participation from pupils who may not traditionally engage in sport.PE and sport continuing to have a high profile across the school community.	Club registers. Girls' Football participation data. Functional Fitness participation data. Social media engagement. Pupil voice. Community partnership records.
	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)

Aim 4: Increase participation and success 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 (Complete now and monitor)	• Provide competitive sporting opportunities for all pupils. • Increase the number of pupils representing the school. • Maintain high levels of success in local and regional competitions. • Ensure competitive opportunities remain inclusive.	• Continue membership and engagement with Easington SSP. • Participate in a wide range of inter-school competitions and festivals. • Continue involvement in Panathlon and inclusive sporting events. • Deliver additional intra-school competitions and festivals. • Utilise after-school clubs to prepare pupils for competition. • Track participation to ensure opportunities are distributed fairly.	• Increased numbers of pupils participating in competitive sport. • Increased representation across year groups, genders and vulnerable groups. • Sustained success in local, county and regional competitions. • Greater confidence, resilience and teamwork demonstrated by pupils. • More pupils experiencing competitive sport throughout the year.	Competition registers. Team selection data. School Games records. Competition results. Pupil voice. Participation tracking data.
	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

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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
Maintain high-quality PE teaching through continued development of staff expertise. To ensure PE remains a strength of the curriculum regardless of future funding arrangements.	Continue use of Get Set 4 PE planning and assessment resources. Utilise the PE Lead and Sports Coach to provide coaching, mentoring and support. Maintain engagement with Easington SSP CPD opportunities.	Consistently strong PE lessons across all year groups. Increased staff confidence and reduced reliance on external specialists. Sustainable PE provision embedded within school systems.	Approx. £800-£1,500	Staff confidence surveys, learning enquiries, lesson observations, staff feedback, PE assessment data, pupil voice.	**Sustainable.** Expertise is increasingly embedded within school through the PE Lead and Sports Coach.
Sustain and further develop Girls' Football provision. To continue increasing participation and ensure equal access to competitive sport.	Continue girls' football clubs, school teams, competitive fixtures and links with local providers. Provide leadership opportunities for older pupils to support younger participants.	Sustained or increased girls' participation in football. Continued success in competitions and increased confidence amongst participants.	Approx. £500	Club registers, competition records, participation data, pupil voice, photographs, match reports.	**Mostly sustainable.** Requires staff commitment but infrastructure and pupil interest are now firmly established.
Establish Functional Fitness as a permanent part of the school's sporting offer. To broaden participation and engage pupils who may not access traditional sports.	Develop a regular Functional Fitness club and continue partnerships with East Durham Fitness where appropriate. Purchase and maintain equipment that can be used by school staff to deliver sessions independently.	Increased participation from less-active pupils. Improved attitudes towards lifelong physical activity. Increased engagement in extra-curricular sport.	Approx. £500-£1,500	Club attendance records, pupil voice, participation tracking, wellbeing surveys, photographs and case studies.	**Increasingly sustainable.** Initial investment in equipment and staff training will enable long-term delivery.

Looking ahead and sustainability

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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
Maintain high levels of participation in competitive sport and festivals for all pupils. To ensure children continue to benefit from competition, teamwork and personal development opportunities.	Continue membership of Easington School Sport Partnership and participation in competitions, festivals and Panathlon events. Increase intra-school competitions where external opportunities become limited.	High levels of pupil participation. Increased number of pupils representing the school. Continued success in local competitions and inclusive sporting events.	Approx. £1,500-£3,000	Participation tracking, competition results, School Games records, pupil voice, photographs and event reports.	**Requires ongoing commitment.** Participation levels remain dependent on competition entry opportunities, transport and partnership working.
Ensure all pupils, including disadvantaged pupils and pupils with SEND, can access PE, sport and physical activity opportunities. To prevent barriers to participation and maintain inclusive provision.	Continue use of spare PE kits, targeted invitations to clubs and participation monitoring. Use participation data to identify and support underrepresented groups.	Increased participation across all pupil groups. Reduced participation gaps between disadvantaged pupils and peers. Improved confidence, wellbeing and engagement..	Approx. £200-£500	Participation data, disadvantaged pupil tracking, SEND participation data, pupil voice, attendance at clubs and events.	**Sustainable.** Embedded within existing school systems and pastoral support structures.