



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



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Review of the last academic year (2024/2025)



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Swimming Data 2024/2025

<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	91% of pupils in year 4 can swim 25 metres. Evidenced based on information and data collected poolside with swimming teacher and recorded on Sonar Pupil Attainment Tracker.	We aim to increase this percentage the following academic year. Evidence will be based on information and data collected poolside by qualified swimming instructors and recorded in Sonar Pupil Attainment Tracker.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	91% of pupils in year 4 can use a range of strokes effectively. Evidence based on information and data collected poolside with swimming teacher and recorded on Sonar Pupil Attainment Tracker.	As above.
3. Perform safe self-rescue in different water-based situations	91% of pupils in year 4 can perform safe self rescues. Evidence based on information and data collected poolside with swimming teacher and recorded on Sonar Pupil Attainment Tracker.	As above.

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff professional development has had a positive impact on the delivery of PE across Whitley Lodge. Lesson observations carried out by the Senior Leadership Team demonstrate greater consistency in teaching, while staff evaluations and survey responses show increased confidence in planning and delivering high-quality PE lessons. These improvements have had a clear effect on pupils' learning. Assessment information highlights progress in physical literacy, with children developing stronger fundamental skills, greater knowledge and understanding, increased confidence, and high levels of participation and enjoyment during lessons. Pupil voice has been extremely positive, with many children commenting that PE is their favourite subject. As a result of a clear focus on teacher CPD and a new curriculum implemented, 95.4% of pupils in KS2 achieved 'just at' or higher than age-related expectations with 31% achieving above.	Staff questionnaires and feedback have been used to identify future CPD priorities, ensuring training is strategically planned to meet identified needs. Pupil voice has also informed curriculum development, helping to shape a PE curriculum that meets the needs and interests of all learners.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	At Whitley Lodge, we previously offered six half-termly extra-curricular clubs for KS1 and KS2, supported by specialist coaches. In 2024-25, we expanded this provision to increase diversity and accessibility by introducing an additional year-round session, alternating between KS1 and KS2. This session is offered with suitable subsidies to ensure greater access for targeted pupils. As a result, 71% of KS2 pupils eligible for Pupil Premium are now participating in extra-curricular sport and physical activity.	64% of pupils participated in extra-curricular clubs. Whilst increasing participation remains an ongoing priority, pupil voice indicates that many non-attendees already take part in regular community sports clubs, contributing to the recommended 60 active minutes of physical activity each day. Continue to gather information about pupils' participation in community sport to inform the school's extra-curricular offer.

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
	Targeted spending has also focused on promoting active playtimes contributing to children's 60 active minutes throughout the year. Sports Leaders have been engaged to support use of equipment. Pupil voice is routinely gathered to evaluate the impact of PE, sport and physical activity across the school and to ensure all pupils have access to enjoyable and engaging physical activity opportunities.	
3. Raising the profile of PE and sport across the school, to support whole school improvement	Active School Engagement Days have been introduced offering diverse physical activities to promote enjoyment and inclusive participation as well as the introduction of a dedicated Sports Week. National and international sporting events have continued to be celebrated, helping to raise the profile of PE and inspire pupils' interest in sport. We have enhanced participation in community events, offering half-termly Wonder League 'House' Physical Reward Days, and increased our offer of internal competitions and performances. A celebration wall including photos of children participating in physical activities and competitions has been established upon entering our school.	Continue to maintain the high-quality PE and sport provision already established, ensuring it remains a key contributor to whole-school improvement and positive pupil outcomes.

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
	Parental engagement has increased through regular newsletters and real-time celebration posts, helping to foster strong home-school links, raise the profile of PE across the school community including governors, encourage broader pupil participation and promote the prioritisation of physical activity beyond the school day. 100% of pupils Sporting Achievements have been celebrated in our whole school assemblies with termly newsletters as well as a celebration newsletter for Sports Week being communicated with parents.	
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	At Whitley Lodge, targeted use of the funding has focused on increasing inclusivity and engagement, particularly for disadvantaged pupils. Sports Leaders from Years 1 to 4 have represented pupil voice, helping shape a more inclusive and responsive PE curriculum. Investment in staff CPD has supported training on inclusive teaching strategies, while funding for resources has enhanced active playtimes for all pupils in a safe and structured environment, promoting positive social interaction and reinforcement of healthy, active habits throughout the school day, contributing to 60 active minutes. We continuing to offer a wider range of activities both within and outside the curriculum in order to inspire more pupils.	Continue to provide a broad and inclusive range of sports and physical activities, ensuring all pupils have equal opportunities to participate and develop new skills.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
	As a result: - Girls' participation in after-school clubs has doubled in KS2, increasing from 33% to 63% in the current academic year. - Boys' participation remains consistent at 63%, now matching the girls. 71% of KS2 Pupil Premium pupils have attended after-school clubs this year. At present, we have a low level of SEND diagnosed (currently 10%) at Whitley Lodge however, a number of pupils are under review and these pupils are considered within the planning and resource provision, as well as the training needs for staff to ensure early intervention and appropriate support. Vulnerable groups including PP/PP+, SEND and equal access for boys and girls are closely tracked and monitored to ensure progress and participation.	
5. Increasing participation in competitive sport	At Whitley Lodge, we have sustained 100% participation in a wide range of local events and competitions for KS2 pupils, delivered through School Games, local offers, and leagues/events. This consistent engagement has contributed to the school achieving the Gold School Games Mark Award for the third consecutive year.	At Whitley Lodge, we are committed to providing inclusive opportunities for all children in competitive sports and aim to raise participation in KS1.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
	This year, pupils have attended an average of 2.8 events per child, an increase from 2.4 in 2023–24. The total number of events attended has also risen from 7 to 12, reflecting the school's commitment to broadening competitive opportunities. Pupil performance in competitive sport has also improved significantly. Whitley Lodge pupils won 4 out of 5 local inter-school competitions across a range of sports and age groups. Additionally, several pupils qualified for regional finals, earning gold, silver, and bronze medals. Notably, pupils placed 3rd out of 10 schools in an event linked to a focus area previously identified for targeted CPD, highlighting the direct impact of staff development on pupil outcomes. Provision has also been extended to KS1, with 67% of pupils participating in inter-school competitions. In addition, intra-school activity has increased significantly, including participation in Sports Days.	

Aims for academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Continue to develop staff confidence, knowledge and skills through high-quality, targeted professional development.	To ensure staff continue to deliver high-quality PE lessons by providing CPD that responds to identified needs, strengthens curriculum delivery and improves outcomes for all pupils.	Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff questionnaires, CPD records, lesson observations, learning walks, cross-moderation, PE monitoring – Seesaw and floor book photographic and video evidence, Sonar pupil assessment data and pupil voice. Progressive curriculum planning, CPD evaluations.
Identify and engage the least active pupils through targeted provision.	To maintain high participation, improve confidence and promote active lifestyles across the school.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Sonar Assessment Tracker, club participation data, pupil voice, PE Seesaw photographic/video evidence, floor books, physical activity events participation records, playtime observations.
Maintain competitive sporting opportunities for all children and expand access to competition for younger pupils.	To build on the school's successful competition programme by maintaining opportunities for older pupils and extending competitive experiences for younger pupils, girls and vulnerable groups, enabling more children to represent the school, develop confidence and enjoy the benefits of competition.	Key Indicator 5: Increasing participation in competitive sport	Competition calendar, participation tracking data by year group and gender, School Games records, pupil voice, PE Seesaw photographic and video evidence, competition results, newsletters, Social Media.

Review of the academic year (2025/2026)



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Swimming Data 2025/2026

<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	95% of pupils in year 4 can swim 25 metres. Evidenced based on information and data collected poolside with swimming teacher and recorded on Sonar Pupil Attainment Tracker.	This is an increase in 4% since last academic year 24-25 and an increase of 27% based on monitoring data of the same pupils in year 3.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	95% of pupils in year 4 can use a range of strokes effectively. Evidence based on information and data collected poolside with swimming teacher and recorded on Sonar Pupil Attainment Tracker.	As above.
3. Perform safe self-rescue in different water-based situations	95% of pupils in year 4 can perform safe self rescues. Evidence based on information and data collected poolside with swimming teacher and recorded on Sonar Pupil Attainment Tracker.	As above.

Your objective: Provide PE CPD and support to all staff



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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	Continue to develop staff confidence, knowledge and skills through high-quality, targeted professional development.	• Provide targeted CPD to develop staff confidence, knowledge and skills in delivering high-quality PE. • Use staff questionnaires to identify CPD priorities and respond to identified needs. • Maintain SLA membership to share current guidance and best practice across the school. • Ensure progressive PE planning and resources are centrally available for all staff. • Monitor provision through lesson observations, learning walks and staff feedback.	Confident and knowledgeable staff delivering high-quality, inclusive PE lessons across the school. Consistent teaching that supports pupils to develop their physical literacy, confidence and enjoyment of PE. Improved pupil outcomes through a progressive and well-sequenced curriculum.	Staff questionnaires, lesson observations, learning walks, cross-moderation, PE monitoring – Seesaw and floor book photographic and video evidence, Sonar pupil assessment data and pupil voice. Progressive curriculum planning, CPD evaluations.

Your objective: Provide PE CPD and support to all staff



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	At Whitley Lodge, staff confidence in delivering PE has increased significantly, with staff questionnaires and evaluations demonstrating high levels of confidence following targeted CPD. Lesson observations and learning walks show consistently high-quality PE teaching across the school, leading to improved pupil engagement, confidence and physical literacy. Reception pupils at Whitley Lodge have made exceptional progress in core strength and fine motor development, recognised by an external provider as the strongest Reception cohort they had worked with.	At Whitley Lodge, we are committed to continue providing high-quality, responsive CPD to further develop staff confidence and expertise in PE. Regular monitoring, lesson observations and staff questionnaires will identify future training priorities and ensure consistently effective teaching. The progressive PE curriculum and centrally shared planning and resources will continue to support staff, embedding good practice and maintaining high standards of PE across our school.	95.3% of pupils in Years 1–4 achieved 'Just at' or higher than age-related expectations in PE, with 25.1% achieving 'above' age-related expectations. 100% of teaching staff accessed PE CPD and professional learning opportunities. - Staff questionnaires demonstrated 100% increased confidence, knowledge and expertise in delivering PE lessons following targeted CPD. - Lesson observations and learning walks evidenced consistent, high-quality PE teaching across the school. - Pupil voice showed very positive attitudes towards PE, with pupils reporting high levels of enjoyment and engagement. - Reception assessment data evidenced exceptional progress in core strength and fine motor development. - External provider feedback recognised our high levels of pupil engagement and physical development.	Targeted CPD - £9,020 SLA Membership Fees - £1155 Equipment Expenditure - £3,230 Total: £13,405

Your objective: Drive physical activity levels



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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	Identify and engage the least active pupils through targeted provision.	- Use activity data, questionnaires and pupil voice to identify least active pupils, barriers to participation and areas for support. - Provide targeted opportunities, including clubs, lunchtime activities and physical engagement days, to increase participation and confidence. - Promote active travel through the Living Streets initiative and Year 4 Bikeability, while encouraging daily physical activity beyond PE lessons. - Work with pupils, Sports Leaders and staff to ensure activities are inclusive and accessible for all, including SEND pupils. - Remove barriers to participation through financial support, varied opportunities and appropriate equipment, whole-school physical activity initiatives, including Active Mile, Santa Dash and community events such as the Whitley Bay Junior Parkrun.	Increased engagement in regular physical activity, particularly among identified least active pupils. Pupils develop greater confidence, enjoyment and positive attitudes towards being active, with more children accessing clubs, lunchtime activities and opportunities beyond the curriculum. An inclusive approach where all pupils, including SEND pupils and those facing barriers to participation, feel confident and able to take part in physical activity.	Sonar Assessment Tracker, club participation data, pupil voice, PE Seesaw photographic/video evidence, floor books, physical activity events participation records, playtime observations.

Your objective: Drive physical activity levels



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	At Whitley Lodge, pupils are demonstrating increased engagement, confidence and enjoyment in physical activity across the school day. A wider range of opportunities, including clubs, lunchtime activities, physical engagement events and community opportunities, has supported more pupils to participate and develop positive attitudes towards being active. Targeted support, adaptations and an inclusive approach have helped remove barriers to participation, ensuring pupils of all abilities, including SEND pupils, are able to access and enjoy physical activity. Active travel initiatives and whole-school events have further strengthened the culture of physical activity, with pupils, families and the wider community coming together to celebrate and promote active lifestyles. This strategic use of funding has improved access, engagement and enjoyment of physical activity, embedding a school-wide culture where being active is valued and celebrated by all.	We will continue to monitor physical activity levels, participation data and pupil voice to identify future needs and ensure provision remains responsive. A broad and inclusive range of physical activity opportunities, including clubs, lunchtime activities and engagement events, will continue to support participation. Pupil leadership and regular review of activities will ensure opportunities remain accessible, relevant and enjoyable for all pupils.	Living Streets/WOW Travel Tracker data: 21,608 active journeys recorded. 8 consecutive months ranked first locally. - highest national ranking of 17th out of 1,581 schools. - Active travel data demonstrating a 43% increase in active journeys and engagement. Extra-curricular participation data: 47% of KS2 pupils accessed school clubs. - Of those, 58% girls and 75% boys accessed opportunities. 45% of KS2 Pupil Premium pupils attended clubs. - Across both key stages, 40% of pupils with SEND attended clubs. - In KS1 & KS2, 48% of vulnerable pupils accessed after-school clubs. - Extra-curricular offer extended to Reception pupils during the summer term, broadening access to physical activity. PE adaptations and inclusive practice evidence: - Sports Day adaptations. - Adaptations within PE lessons, including gymnastics. - Small group and adult support for pupils with SEND. - Participation records and photographs from Active Engagement Days, Sports Days, Wonder League Reward Activity Days, competitions and performances. - Year 4 pupils participation in active transition events led by Year 8 Sports Leaders. - Pupil voice and Seesaw evidence. Whitley Bay Junior Parkrun Takeover participation data: 328 runners compared with 247 in 2024-2025.	Physical Engagement Days - £818 Wonder League Reward Afternoons - £660 PP Extra-Curricular Club Support - £352 Equipment to support Active playtimes - £684.50 Total: £2,514.50

Your objective: Increase Competition



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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	Maintain competitive sporting opportunities for all children and expand access to competition for younger pupils.	• Work collaboratively with local schools, School Games, PESSPA networks and community partners to identify and access a broad range of inter-school competitive opportunities and events. • Develop and maintain an annual competition calendar to ensure a progressive offer across KS1 and KS2, providing opportunities for a wide range of pupils and sports. • Target and encourage participation from identified groups, including younger pupils and girls, to ensure equitable access to competitive experiences. • Communicate opportunities effectively with staff and families, ensuring pupils are prepared and supported to participate. • Maintain high-quality organisation through effective planning, risk assessments and clear communication with staff and parents. • Continue to promote a positive culture of competition through internal competitions.	A sustained and inclusive competition pathway where pupils across all year groups have regular opportunities to represent the school, develop confidence and experience the positive values of competitive sport. Increased participation from younger pupils and identified groups, including girls, will ensure competition is accessible to all pupils. Pupils will continue to develop teamwork, resilience, respect and sportsmanship through a broad range of competitive experiences, while celebrating personal and team achievements.	Competition calendar, participation tracking data by year group and gender, School Games records, pupil voice, PE Seesaw photographic and video evidence, competition results, newsletters, Social Media.

Your objective: Increase Competition



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	At Whitley Lodge, competitive opportunities have become increasingly inclusive and accessible, enabling pupils across all year groups to experience the enjoyment and challenge of representing the school. The expansion of opportunities for younger pupils has developed confidence, teamwork and resilience from an earlier age, while maintaining a strong and successful competition pathway for older pupils. Targeted opportunities for girls' competition have also been developed, supporting increased participation, confidence and enjoyment, while ensuring girls have equal opportunities to represent our school and experience competitive sport. Pupil feedback highlights the positive values developed through competition, with children recognising the importance of teamwork, respect and sportsmanship alongside achieving success. A broad range of sporting experiences has ensured that pupils of all abilities and backgrounds can participate, develop skills and celebrate achievement. This strategic use of funding has strengthened our school's competitive offer, embedding a culture where competition is valued as an opportunity for all pupils to participate, achieve and grow.	We are dedicated to continue providing a broad and inclusive range of competitive opportunities across all year groups, ensuring pupils can develop confidence, teamwork and resilience through representing our school. Regular review of competition participation data, pupil voice and event outcomes will identify future opportunities and ensure provision remains responsive to pupil needs and interests. Maintaining strong links with local schools, School Games and competition networks will support continued access to a wide range of sporting experiences, while targeted opportunities will continue to ensure all pupils, including identified groups, have opportunities to participate, achieve and succeed.	• 100% KS2 participation in competitive opportunities sustained for three consecutive years, with pupils accessing an average of 2.8 events per child across 8 local competitions/events. • 91% of pupils across KS1 & KS2 participated in competitive and sporting opportunities (156 out of 172 pupils). • KS1 competition opportunities increased from 2 to 4 events, with participation rising from 67% to 81%. • KS1 participation included strong representation from both girls (87%) and boys (76%), supporting equal access to competition. • 82% of pupils within identified vulnerable groups participated in competition across KS1 and KS2, including 100% of KS2 vulnerable pupils. • Pupils accessed a broad range of competitive opportunities including T1 rugby, handball, football, dodgeball, rounders, athletics, cross-country, gymnastics, skipping and dance. • Targeted competition opportunities for girls resulted in success, including 1st place in Year 3/4 girls' football. • Strong results achieved across local and regional competitions, including athletics, gymnastics, football and cross-country. • Gold School Games Mark achieved for the fourth consecutive year.	SGO Network Organised Competitions - £700.50 External Sports Competitions - £1,150 Total: £1,850.50