

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



Details with regard to funding

Please complete the table below.

Total amount allocated for 2025/26	£ 18, 249
Total spent	£ 18,249

Swimming Data

Please report on your Swimming Data below.

<u>Swimming and Water Safety</u>	<u>Achieved</u>
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	85%
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	87.5%
3. Perform safe self-rescue in different water-based situations	87.5%

Action Plan

Using the 5 key indicators.

Academic Year: 2025/2026		Total fund allocated: £18,249	Date Updated: 13.07.26
Increasing engagement of all pupils in regular physical activity and sporting activities			
Intent	Implementation	Impact	Suggested Next Steps
SPORTS LEADERS To train the Year 5 Sports Leaders to effectively lead play leader activities ready for 2025/2026 To train the Year 4's (applications in May) to be ready to become Sports Leaders ready for Sept 2026. Year 5 Sports Leaders to deliver Games Related Activities during Lunch time in the summer term to Year 3 and 4 as well as early years. House Captains and selected Year 6 pupils to support the delivery of additional physical activities across the school	Sports Leaders - A Qualified PE teacher will be employed on designated days throughout the year to implement the Sports Leaders Programme. - Sports Leaders will receive structured training from the PE teacher to support increased physical activity and wellbeing in KS1 and Reception Physical Activity and wellbeing through lunchtime play leader activities - Sport Leaders trained will be trained to deliver Games related activities in the summer term supervised by the lunch time staff - Activity Booklets, created by the PE teacher will be provided for the Year 4 and 5 Sports Leaders to ensure a wide range of inclusive and engaging activities are available - Additional Games Activity booklets created by the PE teacher will support summer term delivery	Sports Leaders - Year 5 Sports Leaders were successfully trained in September 2025 and delivered a structured and active lunchtime programme for Reception and KS1 throughout the Autumn and Spring terms. - This resulted in increased physical activity levels at lunchtime, alongside clear improvements in social interaction and engagement for younger pupils. - Sports Leaders demonstrated significant development in confidence, communication, organisation, and teamwork skills. Year 4 Sports Leader training Twenty Four Year 4 pupils completed a 6-week Sports Leader training programme led by the PE teacher. Training focused on safety, organisation, and leading inclusive activities.	SPORTS CLUB PROVISION - Continue to offer a wide variety of sports clubs from September to provide opportunities for all pupils to participate in physical activity. - Target specific groups of pupils to increase engagement, including: - Less active pupils - SEND pupils - Girls / Boys who may not currently participate regularly in sport - Use pupil voice and participation data to identify activities that

Created by:



Supported by:



RECEPTION / KEY STAGE 1 To provide all Reception and KS1 pupils with the opportunity to attend a Play Leaders Club at lunch time to support the development of pupils' confidence, as well as their physical and mental well-being. RECEPTION INCREASED ACTIVITY To increase physical activity levels within reception through structure active play with a focus on developing agility, balance and coordination through engaging and age appropriate activities SUMMER TERM Sports Leaders Club To introduce rounders club for Year 3 and 4 in the summer term supported by the Year 5 Sports Leaders and led alongside the PE teacher Sports Leaders to deliver structured lunch time activities for Early Years and Year 3 and 4 including • Basketball • Rounders • Football • Boccia, Curling and Skittles	• Regular meetings between the PE teacher and the Sports Leaders will take place to monitor delivery, provide feedback, and ensure pupils feel confident and enjoy their leadership roles • Year 4 pupils will be trained in Summer 2026 to prepare them for their roles as Sports Leaders in the Autumn term. Summer Term The PE teacher will deliver targeted training sessions (morning and lunch times) for Year 5 Sports Leaders to prepare them to lead • Rounders Club, • Basketball, • Football, Boccia, • Curling and Skittles Sports Leaders will then deliver these activities during lunchtimes for Early Years, Year 3 and 4 pupils under supervision	• The programme concluded with a highly successful KS1 Sports Festival, where Year 1 and 2 pupils showed high levels of enjoyment and engagement. • Year 4 pupils gained confidence and are well prepared to take on leadership roles from September 2026, ensuring sustainability of the programme. • In collaboration with the Senior Lunchtime Supervisor, Play Leader provision continued consistently throughout the year. • All Reception and KS1 classes were timetabled to access Play Leader sessions, with extremely positive feedback Summer Term • Year 5 Sports Leaders delivered a wide-ranging and well-attended Games programme during lunchtime in the Summer term. Activities included: • Rounders (Year 1/2 and Year 3/4) • Football (Year 1/2 and Year 3/4) • Basketball (Year 1/2 and Year 3/4) • Boccia, Curling, and Skittles (Reception)	will encourage wider involvement. COACHING & SPECIALIST PROVISION • Organise specialist coaches to enhance the range and quality of sports offered, including: ○ Football ○ Hockey ○ Netball ○ Rounders ○ Stunt ○ Cheerleading • Continue to provide expert coaching opportunities to increase skills, confidence, and enjoyment in these activities. CLUB LINKS & PATHWAYS • Continue to strengthen links with local sports clubs to provide pathways for pupils beyond primary school. • Promote opportunities such as local athletics clubs, encouraging
--	--	---	--

Year 6 Cheerleading Leaders to support and assist with Year 3/4 Cheerleading sessions	Selected Year 6 Girls who previously attended Stunt Cheerleading Club will be invited to act as leaders to support Year 3 and 4 Cheerleading Club after school. This club is designed to increase participation among girls that prefer aesthetic and performance based activities.	- Pupils reported high levels of enjoyment and engagement, with younger children particularly motivated by working with older pupils. - Older pupils benefited from more competitive opportunities, increasing motivation and participation. <u>Attendance at Sports Leaders Games Activities</u> - Year 1/2 Rounders: 27 pupils - Year 1/2 Football: 29 pupils - Year 1/2 Basketball: 28 pupils - Year 3/4 Rounders Club: 34 pupils - Year 3/4 Football Club: 28 pupils - Year 3/4 Basketball Club: 30 pupils - Reception Boccia/Curling: 18 pupils These figures demonstrate strong engagement and consistent participation across multiple year groups. <u>Stunt Cheerleading and Girls Participation</u> 12 Year 6 Cheerleading Leaders supported a Year 3/4 Cheerleading Club involving 22 pupils. - The programme culminated in a performance to parents, showcasing a	pupils to continue their sporting journey outside of school, including involvement with Scunthorpe and District Athletics Club. - Continue the ESSA Award Scheme, providing pupils with achievement booklets and stickers to recognise progress, effort, and sporting development. <u>PROMOTION OF PE & SPORT</u> - Continue to promote all sporting opportunities through: - School Facebook page - Newsletters - School noticeboards - Celebrate pupil achievements and participation to further raise the profile of PE and sport across the school community.
--	--	---	--

SPORTS CLUBS To maintain and build upon the successful sports club programme and expand opportunities by introducing new Sports Clubs and organising external Sports Coaches to enhance provision	A broad and inclusive programme of clubs will be delivered, including: • Cheerleading Club for Girls in Year 3/4 supported by Year 6 Leaders • Girls Dance Club in Year 1 and 2 • KPAC to delivering an after school dance club for Year 3 to 6 • Football Club for boys and girls across all age groups • Cross country meets • Teacher led Year 3 and 4 Rounders Club • Teacher led Year 5 and 6 Rounders Club • Afterschool Year 3 to 6 G&T Rounders Club • Netball Club for Year 3/4 and Year 5/6 • Hockey Club for Year 4 to 6 • Sports Hall Athletics Club	3-minute routine including stunts, jumps, and dance. • Year 6 leaders demonstrated excellent leadership, supporting warm-ups and small group coaching. • Increased participation from girls highlights the success of offering aesthetic and performance-based activities. SPORTS CLUB PROVISION ➤ Sports clubs expanded significantly, offering a wide range of inclusive opportunities: Football, Rounders, Netball, Hockey, Dance, Stunt Cheerleading, and Sports Hall Athletics. High participation levels included: ➤ 34 pupils in KS2 Stunt Cheerleading ➤ 20 pupils in KS1 Dance club ➤ Over 40 pupils in Year 5/6 Rounders ➤ 34 pupils in Year 3/4 Rounders ➤ 25 pupils in Year 5/6 Netball ➤ 20 pupils in Year 3/4 Netball ➤ 16 pupils in Year 4 to 6 Hockey Club ➤ 40 pupils in Football Club (external parent coaches)	SPORTS LEADERS PROGRAMME • Continue the Sports Leaders Programme, with six Sports Leaders supporting lunchtime activities each day. • From June 2027, begin training the new Year 4 Sports Leaders to ensure continuity and sustainability of the programme. • From April 2027, train Sports Leaders to deliver Games-Related lunchtime activities.
--	---	--	---

<u>CURRIUCLUM SUPPORT</u> To provide at least 2 hours of high quality PE each week. To increase overall physical activity levels across the curriculum and throughout the school day	The PE teacher to work alongside teaching staff during lessons to develop subject knowledge, confidence and quality of delivery in PE (this will be covered later). Ongoing support and modelling of good practice will ensure sustainable improvements in teaching	Additional enrichment included: ➤ Over 60 pupils engaged in lunchtime football sessions led by ex-professional footballer Lee Frecklington ➤ A Girls' Football Club led by a qualified Teaching Assistant ➤ A Year 2–4 Football Club led by a staff member ➤ 20 KS1 pupils performing in a Dance Showcase at Baths Hall The breadth of provision has significantly increased participation, enthusiasm, and engagement in sport across the school. OVERALL IMPACT ON PUPILS • Increased physical activity levels across all key stages. • Improved fitness, confidence, and social development. • Positive impact on pupils' mental health and wellbeing. • Greater enthusiasm and long-term engagement in sport and physical activity. Curriculum Support • The PE teacher has worked alongside all KS1 and KS2 staff to	
---	--	---	--

DAILY MILE All pupils across the school will participate in the daily mile to improve fitness, stamina and overall wellbeing	Students arrive at school in their PE kit on their designated day so that they are PE ready to maximise activity time. The PE teacher and teachers to continue the School Games Values boxes to support efficient organization, increased engagement and reduced transition time. DAILY MILE The Daily Mile will continue to be embedded into the school routine, ensuring all pupils engage in regular physical activity.	improve subject knowledge and confidence in delivering PE. - Lessons now demonstrate improved pace, resulting in increased active learning time and higher levels of engagement. - Staff are more confident in delivering high-quality PE lessons, leading to improved pupil outcomes. - Enhanced lesson structure and use of resources have reduced downtime and maximised participation. - This has contributed to a more consistent and effective PE provision across the school. Daily mile continued each day	
---	--	---	--

<i>Raising the profile of PE and sport across the school, to support whole school improvement</i>			
Intent	Implementation	Impact	Suggested Next Steps
<u>SPORTS LEADERS</u> - To maintain the high profile of Sports Leaders across the school, ensuring they play a key role in promoting physical activity and positive play. - To enable Sports Leaders to have a sustained positive impact on their own mental and physical wellbeing, as well as that of pupils in Reception, KS1, and Year 3/4. - To embed leadership opportunities that encourage responsibility, confidence, and teamwork. <u>HOUSE CAPTAINS</u> - To further develop the role of House Captains by involving them in the organisation and delivery of house competitions and Sports Day.	<u>SPORTS LEADERS</u> - Sports Leaders will continue to lead structured lunchtime activities, working with small groups of pupils to increase physical activity levels and promote a positive “feel-good” factor during playtimes. - Activities will be inclusive, engaging, and designed to support both physical and mental wellbeing. - In the Summer term, Year 3 and Year 4 Sports Clubs will be delivered with the support of Sports Leaders, organised and overseen by the PE teacher. <u>HOUSE CAPTAINS</u> - Sports Leaders and House Captains will be trained and supported to officiate and assist in the delivery of house competitions. - They will take on responsibilities such as organising teams, supporting scoring, and encouraging participation.	<u>SPORTS LEADERS</u> - Year 5 Sports Leaders have embraced their roles with enthusiasm, demonstrating high levels of responsibility and commitment when working with younger pupils. - Reception and KS1 pupils view Sports Leaders as positive role models, contributing to improved behaviour, engagement, and participation during lunchtime activities. - Younger pupils have developed key physical skills, including agility, balance, and coordination, alongside an understanding of important values such as teamwork and cooperation. - Sports Leaders themselves have developed confidence, leadership, and communication skills through their ongoing responsibilities.	<u>SPORTS LEADERS PROGRAMME</u> - Continue to develop and expand the Sports Leaders Programme to provide pupils with ongoing leadership opportunities and increase physical activity across the school. - A dedicated Sports Leader training day will be allocated in September to prepare new Sports Leaders for their roles and responsibilities. - The PE teacher will provide top-up training every half term through afternoon sessions with Sports Leaders to develop their

- To provide leadership opportunities that allow House Captains to model positive sporting behaviours and values. HOUSE COMPETITIONS - To continue and expand house competitions to promote a strong sense of team identity and belonging across the school. - To provide opportunities for pupils to apply and showcase skills learned during PE lessons in a competitive and supportive environment. - To ensure competitions are inclusive and offer a wide variety of sports. Key Stage 2 competitions will include: - Hockey - Netball - Rounders - Football - Rugby - Cross Country - Sports Day events To maintain the high profile of the Sports Leaders in order to have a positive impact on not only their mental and physical	- House Captains will play a key leadership role during Sports Day across Reception, KS1, and KS2, including organising equipment and supporting the smooth running of events. HOUSE COMPETITIONS - An afternoon of House Competitions will be organised each half term, focusing on a different sport. - Competitions will be planned and delivered by the PE teacher, with support from Sports Leaders and House Captains. - Activities will be structured to ensure inclusivity and maximum participation for all pupils.	Year 3 and 4 Sports Clubs have been highly successful, significantly raising the profile of rounders, basketball, and football across both boys and girls. Increased participation demonstrates greater enthusiasm in sport among pupils in these year groups. HOUSE COMPETITIONS - House competitions have been extremely successful, with a full range of sports delivered across the academic year. - Pupils were grouped into ability-based competitions, ensuring inclusivity and allowing all children the opportunity to experience success and contribute to their team. - The use of rewards, including medals for winners and participation stickers, increased motivation and engagement. - Team photographs were used for displays, newsletters, and the school's online platforms, further raising the profile of PE and celebrating pupil achievement. - Pupils demonstrated improved teamwork, resilience, and application of skills learned in PE lessons. SPORTS DAY	confidence, leadership skills, organisation, and ability to deliver high-quality activities. SCHOOL GAMES VALUES - Continue to embed School Games Values across PE lessons, competitions, and extracurricular activities. - Use the values to promote teamwork, respect, determination, honesty, self-belief, and resilience across all sporting opportunities. HOUSE COMPETITIONS - Continue to deliver termly House Competitions, ensuring all pupils have regular opportunities to participate in competitive sport. - Use House Captains and Sports Leaders to support the organisation,
---	--	--	---

wellbeing but Year 3 and 4, KS1 and Reception. DANCE SHOWCASE - To raise the profile of aesthetic and performance-based sports by participating in the Dance Showcase in March. - To provide pupils with opportunities to perform and celebrate achievements in dance. SCHOOL GAMES VALUES - To embed School Games Values across the whole school through the continued use of School Games Value Boxes. - To align PE and sport with the wider school focus on Values-Based Education. - To promote key values such as teamwork, respect, passion, honesty, determination, and self-belief	DANCE SHOWCASE - The school will enter the local partnership Dance Showcase with a Year 1 and Year 2 routine. - The routine will be rehearsed during club time and/or curriculum sessions, preparing pupils for a performance setting. SCHOOL GAMES VALUES - School Games Value Boxes will continue to be used across all PE lessons to improve organisation and maximise active learning time. - Teachers will explicitly reference values such as teamwork, respect, determination, honesty, and self-belief within lessons.	- Sports Day was highly successful and ran smoothly, supported by well-trained and prepared House Captains. - House Captains played a key role in organisation, contributing to a positive and well-structured event for all pupils DANCE SHOWCASE - A Spring term Dance Club, led by a member of staff, prepared 20 pupils (including both boys and girls) for the partnership Dance Showcase. - Pupils successfully performed at Baths Hall in front of parents, demonstrating confidence, teamwork, and performance skills. - The event raised the profile of dance and aesthetic sports within the school and encouraged wider participation. SCHOOL GAMES VALUES - School Games Value Boxes have been consistently used across PE lessons, improving organisation and maximising active learning time. - Pupils demonstrate a stronger understanding and application of key values such as teamwork, respect, and determination.	officiating, and promotion of competitions. - Continue to develop a strong sense of belonging, teamwork, and pride through house participation. SPORTS LEADER EVENTS & HOUSE CAPTAINS - Continue to provide Sports Leader-led events for younger pupils, increasing opportunities for physical activity and leadership development. - Further develop the role of House Captains by involving them in competitions, Sports Day, and whole-school sporting events. - Ensure pupil leadership remains a key feature in raising the profile of PE and sport across the school.
---	--	---	--

through all sporting opportunities.	This approach will support the whole-school Values-Based Education initiative while raising the profile of PE.	This has contributed to a positive sporting culture and further raised the profile of PE across the school	
-------------------------------------	--	--	--

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

Intent	Implementation	Impact	Next Steps
STAFF DEVELOPMENT (CPD) - To develop staff confidence in teaching PE, leading lessons, and delivering school sport through collaborative work with the PE teacher. - To improve staff subject knowledge, understanding of assessment, and ability to adapt lessons to meet the needs of all pupils. PROFESSIONAL DEVELOPMENT OPPORTUNITIES - The PE Lead and PE teacher will attend Sports Partnership training days to remain up to date with current practice and share this knowledge with staff.	STAFF DEVELOPMENT (CPD) - A qualified PE teacher will be employed to work alongside staff to support delivery in key curriculum areas including Netball, Gymnastics, Hockey, and Rounders. - This collaborative approach will provide modelling of high-quality teaching, support lesson delivery, and build staff confidence and subject knowledge. PROFESSIONAL DEVELOPMENT OPPORTUNITIES - The PE Lead and PE teacher will attend Sports Partnership CPD courses and training days. - Key learning and updates from these courses will be shared with staff to improve whole-school practice. - A football coach will also work alongside staff members to further	IMPACT ON STAFF KNOWLEDGE & CONFIDENCE - Staff across multiple year groups have worked directly with the PE teacher to improve subject knowledge and confidence, including: - Netball – Year 3, 4, and 5 teachers - Hockey – Year 3, 4, and 5 teachers - Gymnastics – Reception, Year 1, 2, 3, 4, and 5 teachers - Staff engaged in a structured programme of team teaching over a 3-week period in Hockey and Netball. - This included: warm-ups, skill progression, small-sided games, officiating (umpiring), and full-sided games. - As a result, staff now demonstrate increased confidence in delivering lessons independently and a clearer	STAFF DEVELOPMENT & CPD - Continue to support staff through the use of the Primary PE Planning Scheme, ensuring teachers have access to high-quality resources, new activities, and progressive skills suitable for their year group. - Continue to identify areas where staff require further support and provide opportunities for collaborative teaching and professional development with the PE teacher.

PE PLANNING & RESOURCES - To continue using the Primary PE Planning Scheme to support staff with lesson structure, progression, and subject knowledge. - The PE teacher will provide detailed and adapted planning for staff they work alongside, ensuring lessons are inclusive and appropriately differentiated. - A range of high-quality PE resources will be maintained and developed to support effective teaching and learning.	enhance knowledge, confidence, and delivery of football within the curriculum. PE PLANNING & RESOURCES - The school will continue to subscribe to the Primary PE Planning Scheme to support staff when teaching PE independently. - The PE teacher will provide detailed and adapted planning for staff, ensuring lessons are appropriately differentiated and accessible for all pupils. - Staff will be supported in using a range of PE resources effectively to enhance lesson quality.	understanding of progression within PE. HIGH-QUALITY RESOURCES & SUSTAINABILITY - The PE teacher produced detailed resource booklets, including 6 progressive lesson plans for each unit, enabling staff to confidently deliver lessons in future years. - Additional planning for Year 5/6 Netball has been created, further strengthening provision. - In Gymnastics, the PE teacher: - Delivered the first lesson to model best practice - Provided KS1 staff with 6 structured PowerPoint lessons - Created personalised laminated resource cards for Messingham Primary School - This significantly improved staff confidence, particularly in an area often identified as less secure. - Year 3 and 4 staff received additional support through: - Twos supported teaching sessions	PROFESSIONAL DEVELOPMENT OPPORTUNITIES - Staff will continue to access Sports Partnership CPD courses to develop subject knowledge, confidence, and understanding of current PE practice. - The PE Lead and staff will attend relevant PE conferences to gain new ideas, share good practice, and further develop PE provision across the school. BROADENING CURRICULUM OPPORTUNITIES - Explore opportunities for specialist coaching, to broaden staff knowledge and
--	--	--	--

SCHOOL GAMES VALUE BOXES - To continue using School Games Value Boxes to increase active time within lessons and improve organisation. - To support the development of teamwork, behaviour, and	SCHOOL GAMES VALUES - The PE teacher will provide guidance and reminders to staff on how to effectively use School Games Value Boxes within lessons. - This will support improved organisation, increased active time, and the consistent promotion of values such as teamwork and respect.	6 detailed PowerPoint lessons including teaching points, differentiation, and challenge tasks - Assessment materials and routine cards - Staff are now more confident in both delivery and assessment of pupil progress. Sustainability: - Bespoke Messingham Primary School planning has now been developed for Hockey, Rounders, Netball, and Gymnastics. - Resources include progressive lesson sequences, adapted activities, teaching points, photo cards (Gymnastics), PowerPoints, and diagrams personalised to Messingham - Planning is fully aligned with Assessment for Learning (AfL), ensuring long-term impact and consistency across the school. IMPACT OF SCHOOL GAMES VALUES - Staff are using School Games Value Boxes more effectively within lessons.	increase pupils' experiences of different sports. Continue to develop and enhance the range of resources available to staff to ensure sustainability and consistency in PE delivery. Continuation of School Games Value boxes
--	--	---	---

engagement through structured and values-based activities. SUBJECT LEADERSHIP - The PE Lead, as a qualified PE teacher, will effectively lead the subject across the school. - The PE Lead will support staff development, monitor provision, and ensure high standards of teaching and learning in PE.	SUBJECT LEADERSHIP - The PE Lead will work closely with staff, including Early Career Teachers (ECTs), to provide additional support alongside the PE teacher. - Ongoing guidance, team teaching, and informal mentoring will ensure continuous professional development and confidence in delivering PE.	- This has resulted in: - Increased physical activity due to improved organisation and reduced transition time - Better lesson flow and pace - Positive behaviour management through rewards linked to teamwork and values - Increased opportunities for pupils to demonstrate leadership skills SUPPORT FOR EARLY CAREER TEACHERS - The PE Lead has provided additional targeted support for ECTs, offering guidance on lesson planning, delivery, and progression. - ECTs report increased confidence in teaching PE and a clearer understanding of expectations. OVERALL IMPACT - Staff confidence and subject knowledge in PE have significantly improved across the school. - Teaching is more consistent, with higher-quality delivery and increased pupil engagement.	
---	--	--	--

		- Lessons now include more active learning time, clearer progression, and more effective assessment. - The development of high-quality, bespoke resources ensures sustainability and continued improvement in PE provision.	
--	--	--	--

Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls

Intent	Implementation	Impact	Next Steps
BREADTH OF PROVISION - To provide a wide variety of physical activities across curriculum lessons, extracurricular clubs, and Sports Leader provision. - To ensure all pupils, regardless of ability or interest, have access to engaging and inclusive sporting opportunities. - To increase participation by offering both traditional team sports and aesthetic activities. INCLUSIVE OPPORTUNITIES FOR ALL - To promote equal opportunities for both boys	BREADTH OF ACTIVITIES PROVIDED - A wide and inclusive range of activities will be delivered across curriculum lessons, extracurricular clubs, and enrichment opportunities. Activities offered will include: - Stunt Cheerleading - Football - Rounders - Netball - Cross Country - Hockey - Dance - Boccia - Curling - Quad Kids	INCREASED PARTICIPATION & ENGAGEMENT - A wide variety of activities were successfully delivered through curriculum lessons, extracurricular clubs, Sports Partnership events, and Sports Leader provision. - The increased breadth of activities has led to a significant rise in participation across all year groups. - Pupils are more active and engaged, with opportunities available to suit a wide range of interests, including both competitive and aesthetic sports.	- Continue to engage with the Sports Partnership offer to provide a wide range of competitive and inclusive opportunities for pupils. - Further develop the use of assessment trackers to monitor progress across different areas of the PE curriculum, identifying sports and skills that require additional support and targeted provision. - Closely monitor the physical development

and girls through a diverse range of activities. - To ensure activities appeal to a wide range of interests, including competitive sports, creative movement, and skill-based games. KEY STAGE TRANSITION (YR6 → YR7) - To ensure Year 6 pupils leave primary school with the knowledge, skills, and confidence required for PE and sport at secondary school. - To provide a broad curriculum that prepares pupils for a variety of sports and physical challenges. LOWER KEY STAGE 2 OPPORTUNITIES - To provide pupils in Lower KS2 with the opportunity to participate in Stunt Cheerleading, broadening their experience of aesthetic and performance-based sports.	- Sports Hall Athletics - Athletics - Basketball - Multi Skills - Orienteering / Team Building - Rugby - Activities will be carefully planned to ensure progression, inclusivity, and engagement for all pupils, regardless of ability or experience. DANCE & AESTHETIC SPORTS - The school will participate in the Sports Partnership Dance Showcase, providing pupils with an opportunity to perform and experience a competitive and celebratory environment.	FOOTBALL PROVISION - Four football teams were established and led by parent volunteers and a class teacher: Girls Football, Year 5, Year 6 Football, and Year 3/4 Football. - A Teaching Assistant also delivered Football Club, increasing opportunities for younger pupils. - Participation numbers in football (coaches/teachers): - Year 3 Girls – 18 - Year 3 Boys – 7 - Year 4 Girls – 9 - Year 4 Boys – 18 - Year 5 Girls – 9 - Year 5 Boys – 12 - Year 6 Girls – 9 - Year 6 Boys – 16 - Additional provision included: - Over 60 pupils engaged in lunchtime football sessions led by ex-professional footballer Lee Frecklington 3 DBS-checked parent coaches supporting after-school provision - A Girls' Football Club led by a qualified Teaching Assistant	of children entering Reception throughout the year to evaluate which equipment is most effective. This will inform future purchases and allow successful resources to be used to support less able pupils across other year groups. - Train Year 5 pupils in September to become Sports Leaders, enabling them to confidently support and lead activities, competitions, and clubs for younger children. - Continue to provide a broad range of extra-curricular clubs, including: - Football (parent-led) - Hockey - Rounders - Netball - Dance - Stunt Cheerleading
---	---	---	---

		○ A Year 2–4 Football Club led by a staff member ROUNDERS PROVISION The PE teacher delivered three Rounders clubs: ❖ Year 3/4 lunchtime club – over 30 pupils attending, supported by 14 Sports Leaders/House Captains ❖ Year 5/6 lunchtime club – 30 pupils ❖ Year 3–6 Gifted & Talented after-school club – 24 pupils The popularity of rounders has significantly increased, raising its profile across the school. OTHER SPORTS CLUB PARTICIPATION • Stunt Cheerleading (Year 3, 4, 6): 34 pupils • Netball (Year 5/6): 25 pupils • Netball (Year 3/4): 20 pupils • Hockey (Year 4–6): 16 pupils • Dance (KS1): 20 pupils • 20 KS1 pupils performed at the Dance Showcase at Baths Hall SPORTS HALL ATHLETICS	○ Sports Leader-led activities • Strengthen links between school clubs and local community sports clubs to support pathways for pupils beyond school. • Support parent volunteers in leading clubs (Football and Netball) by ensuring all necessary safeguarding requirements, including enhanced DBS checks, are completed and in place ready for delivery.
--	--	--	---

SPORTS LEADERS - To further develop the role of Sports Leaders in increasing physical activity across the school. - To expand lunchtime provision through a wider range of activities led by Sports Leaders, encouraging participation from all pupils.	SPORTS LEADERS CONTRIBUTION - Sports Leaders will support the delivery of a broader range of activities, particularly during the Summer term. - They will work with Reception, KS1, and Year 3/4 pupils to deliver inclusive and engaging activities at lunchtime. - This will further increase participation and ensure younger pupils experience a variety of sports and physical activities. LINKS TO OTHER PROVISION - Implementation of this indicator is supported by provision outlined in Key Indicator 1, particularly in relation to Sports Leaders and lunchtime activity programmes.	- Year 3/4: 16 pupils - Year 5/6: 16 pupils - Equal participation from boys and girls demonstrates strong inclusivity. IMPACT OF SPORTS LEADERS - Sports Leaders have supported increased participation by delivering activities to Reception, KS1, and Lower KS2 pupils. - Younger pupils have developed physical skills (agility, balance, coordination) alongside social skills such as teamwork and communication. - Year 5 Sports Leaders have developed confidence, leadership, and organisational skills through leading activities. (Further participation data referenced in Key Indicator 1.) OVERALL IMPACT - The increased range of activities has resulted in higher levels of participation for boys and girls.	
--	--	--	--

		- Pupils are more physically active and demonstrate greater enthusiasm towards PE and school sport. - A broader offer has ensured inclusivity, allowing all pupils to find activities they enjoy and feel successful in. - The programme has positively impacted pupils' physical health, confidence, social development and overall wellbeing	
--	--	--	--

Increased participation in competitive sport

Intent	Implementation	Impact	Next Steps
INTRA-SCHOOL COMPETITION - To provide all pupils with regular opportunities to take part in intra-school competitions. - To ensure competitions are inclusive, engaging, and promote a sustained excitement and enthusiasm for competitive sport. - To embed house competitions as a key feature of school sport, allowing pupils to represent their teams and develop a sense of belonging.	INTRA-SCHOOL COMPETITION - A structured House Competition calendar will be organised and delivered each half term, ensuring all pupils across the school have regular opportunities to take part in competitive activities. - Competitions will be inclusive and varied, allowing pupils of all abilities to participate and represent their house teams. - House Captains and Sports Leaders will take on officiating roles, supporting the organisation, scoring, and running of events to develop leadership skills and ensure sustainability.	This has been one of the most successful areas of provision this year, with a significant increase in both participation and success across intra- and inter-school competitions. INTRA-SCHOOL COMPETITION KS2 pupils participated in a wide range of house competitions with medals awarded to the winning team and participation stickers for everyone else. Sports included: Netball	Sports Day and House Captains in Summer Term 1 Continuation of House Competitions Medals to be given for to 1st place winners KS2, stickers KS1 Sports Partnership entry into competitions Football Leagues Platinum Award Maintain

SPORTS DAY - To organise and deliver a competitive and inclusive Sports Day for all pupils across Reception, KS1, and KS2. - To ensure all pupils have the opportunity to participate, compete, and experience success in a supportive environment.	SPORTS DAY - The PE Lead will organise and deliver a whole-school Sports Day, split into: - Morning: Reception and KS1 - Afternoon: KS2 - Events will be designed to be inclusive, competitive, and enjoyable for all pupils. - Medals and participation stickers will be ordered to celebrate achievement and effort. - House Captains will play a key role in supporting and leading events, helping to motivate and guide younger pupils.	- Hockey - Football - Rugby - Sports Day - Rounders - Cross Country Pupils were grouped into two ability-based competitions to ensure all children had the opportunity to succeed and experience competition at an appropriate level. - This approach proved highly effective, allowing activities to be adapted and resulting in increased confidence, teamwork, enjoyment, and overall success. - KS1 pupils took part in: - Sports Day - A Sports Festival led by Sports Leaders - House Captains and Sports Leaders played a key role in officiating events, demonstrating excellent leadership and contributing to the smooth running of competitions. - Rewards and recognition: - KS2: Medals for 1st place, stickers for 2nd and 3rd	
--	---	--	--

INTER-SCHOOL COMPETITION (SPORTS PARTNERSHIP) - To increase participation in a wide range of competitive and non-competitive events offered through the Sports Partnership. - To provide pupils with opportunities to represent the	INTER-SCHOOL COMPETITION (SPORTS PARTNERSHIP) - Pupils will be entered into a wide range of Sports Partnership events across the year, including: - Football (tournaments, league, and FA Cup) - Cross Country - Netball	- KS1: Stickers for 1st, 2nd, 3rd, and participation - All pupils received a participation sticker, ensuring inclusivity and celebration of effort SPORTS DAY IMPACT - A highly successful and fully inclusive Sports Day was delivered, with all pupils participating. - Ability groupings ensured fairness and maximised engagement. - Pupils demonstrated strong resilience, sportsmanship, and respect throughout the event. INTER-SCHOOL COMPETITION SUCCESS & PARTICIPATION - The school entered a wide range of Sports Partnership and external competitions, as well as additional football events. - A strong emphasis was placed on inclusivity, with as many teams entered as	
--	---	--	--

school and experience sport beyond the school environment. To develop key skills including competitive spirit, teamwork, resilience, and social interaction through participation in external events.	○ Quad Kids ○ Sports Hall Athletics ○ EIS Athletics ○ KS1 multi-sport events ○ Inclusion events ○ Additional opportunities as they arise throughout the year - These events will provide pupils with opportunities to represent the school, experience competition, and develop teamwork and resilience. CLUBS AND COMPETITION CALENDAR - An extensive extra-curricular clubs and competition calendar will be implemented and shared with pupils and parents. - This will ensure clear progression from participation in clubs to competitive opportunities, both within school and externally. - Regular communication will help maximise engagement and participation across all year groups.	possible, ensuring all KS1 pupils and the majority of KS2 pupils had the opportunity to represent the school. FOOTBALL ACHIEVEMENTS Sports Partnership Cup (Year 5/6 Boys and Girls): Winners – progressed to 2nd round in Wolfreton Iron Cup Girls: Champions – represented Scunthorpe United in Durham, finishing 3rd overall Premiership Cup: Winners – progressed to finals at Wolverhampton FC Humber Cup: ○ Girls: Runners-up (10-a-side competition) ○ Boys: Reached quarter-finals May Day District Finals: ○ 6 teams entered (over 60 pupils involved) ○ Winners: Year 3 and Year 4 competitions Hymers Cup Final (prestigious 6-a-side tournament):	
--	---	---	--

		○ Inclusive selection, providing opportunities for pupils who had not previously represented the school NETBALL • District Netball: ○ 3 teams entered ○ Winners, 2nd place, and 4th place ATHLETICS • District Athletics (EIS): 2nd place • Sports Hall Athletics (Year 5/6): 3rd place CROSS COUNTRY • Year 3/4 Boys: 1st place • Year 4 Boys: Individual winner • Year 3/4 Girls: 2nd place • Year 4 Girls: Individual winner • Year 5/6 Girls: Overall winners (with multiple top 10 finishes) • Year 5/6 Boys: 3rd place	
--	--	---	--

SUSTAINING HIGH STANDARDS (SPORTS MARK) - To maintain the Platinum School Games Mark by continuing to provide high-quality PE, school sport, and competitive opportunities. - To ensure that competition remains a key driver in raising standards and participation across the school.	The PE Lead will ensure all criteria for the Platinum School Games Mark are consistently met by maintaining a high-quality PE curriculum, providing extensive competitive opportunities, tracking participation data, and evidencing provision through the School Games Mark application process.	ADDITIONAL EVENTS - Inclusion Football - Year 3/4 Sports Hall Athletics - KS1 Festivals (x3) - Girls Football Development Day - Manchester City Football Club workshop visit OVERALL IMPACT - There has been a significant increase in both participation and competitive success across the school. - Pupils have developed key life skills including resilience, teamwork, leadership, and sportsmanship. - The inclusive approach has ensured that all pupils, regardless of ability, have had the opportunity to experience competition and represent the school. - The school has successfully maintained high standards in PE and school sport,	
--	---	--	--

		culminating in the achievement of the Platinum School Games Mark Award	
--	--	--	--

Signed off by	
Head Teacher:	<i>R. Hutchings</i>
Date:	
Subject Leader:	K. Hutchings
Report Writer	
Date:	14.07.26
Governor:	
Date:	

Reporting primary PE and sport premium grant expenditure for academic year 2025 to 2026

Submission Status : **NOT SUBMITTED**

2026-09-22, 11:23 AM



You must submit your online form before closing your browser window.

UKPRN	10069543
-------	----------

Provider Name	Messingham Primary School
---------------	---------------------------

1. Funding grant

Total PE and Sport premium for 2025 to 2026	£ 18,270
---	----------

Is the total amount for PE and sport premium grant for academic year 2025 to 2026 correct?	Yes
--	-----

Did you have any unspent PE and sport premium grant remaining at the end of academic year 2025 to 2026?	Yes
---	-----

How much unspent PE and sport premium grant funding has your school from academic year 2025 to 2026?	£ 182.25
--	----------

2. Grant spending

Has your school spent any of its PE and sport premium grant on CPD in academic year 2025 to 2026?	Yes
---	-----

How much has your school spent on CPD for academic year 2025 to 2026?	£ 1,310
---	---------

How much has your school spent on CPD upskilling staff to deliver swimming lessons for academic year 2025 to 2026?	£ 0
--	-----

How much has your school spent extra-	£ 2,573
---------------------------------------	---------

curricular opportunities for academic year 2025 to 2026?

How much has your school spent on equipment and resources for academic year 2025 to 2026?	£ 3,085.75
---	------------

How much has your school spent on membership and subscription fees for academic year 2025 to 2026?	£ 2,599
--	---------

How much has your school spent on activities organised by the SGO network for academic year 2025 to 2026?	£ 0
---	-----

How much has your school spent on entering external school sports competitions for academic year 2025 to 2026?	£ 0
--	-----

How much has your school spent on external coaching staff for academic year 2025 to 2026?	£ 7,780
---	---------

Has your school targeted any spending to provide or improve opportunities in PE, sport and physical activities for pupils with SEND for academic year 2025 to 2026?	Yes
---	-----

Has your school targeted any spending to provide or improve opportunities in PE, sport and physical activities for pupils with long-term medical conditions for academic year 2025 to 2026?	Yes
---	-----

Has your school targeted any spending to increase or improve girls' access to PE lessons or access to extra-curricular sport and physical activities for academic year 2025 to 2026?	Yes
--	-----

Has your school targeted any spending to provide or improve opportunities in sport and physical activities for disadvantaged pupils for academic year 2025 to 2026?	Yes
---	-----

3. New PE and School Sport Partnerships Network

What targeted support from the new PE and School Sport Partnerships Network would be of most benefit to your school for

c. Extra-curricular opportunities , e. Membership and subscription fees, g. School sports competitions

academic 2026 to 2027?

Do you consent to all the information you have entered in this digital form to be shared with the National Delivery Partner (once in post)?	Yes
---	------------

4. Swimming

Does your school have year 6 pupils?	Yes
--------------------------------------	------------

What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres for academic year 2025 to 2026?	76 %
--	-------------

What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke) for academic year 2025 to 2026?	76 %
---	-------------

What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations for academic year 2025 to 2026?	25 %
--	-------------

How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils for academic year 2025 to 2026?	£ 0
--	------------

What impact has your school's spending of this funding had on swimming and water safety attainment for academic year 2025 to 2026?	No impact
--	------------------

5. Declarations

I confirm that	I am authorised to submit this PE and sport premium assurance return on behalf of my school
----------------	--

I confirm that	the information contained in this PE and sport premium assurance return is accurate and has been signed off by the school headteacher
----------------	--

I confirm that	the information contained in this PE and sport premium assurance return is accurate and has been authorised by Chair of Board of governors or trustees
----------------	---

I confirm that

**the reported spending detailed within this submission will be
published on my school's website**
