

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

Commissioned by



Department
for Education

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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2025/26.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

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.

<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	70% of the cohort can confidently swim 25 metres. Many nervous swimmers became confident over the course of the three weeks and majority were able to swim a distance of at least 25 metres by the end of the course.	We would hope for this to be 100% with non-swimmers making accelerated progress.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	60% of children are able to swim using a range of strokes. Children pushed themselves and tried their best. Majority of children became confident using a range of strokes.	We want this data to be 100%. Some children still not confident in water and are unable to use a range of strokes.
3. Perform safe self-rescue in different water-based situations	NA	Children not given the opportunity to complete self-rescue skills during their sessions at Plymouth life centre.

Review of the last academic year (2025/2026)



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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	Weekly sports sessions are taught by an expert sports coach, regularly observed by teaching staff. Sports coaches and teaching staff work closely together to ensure all P.E. curriculum areas are covered and all students' needs are met.	The breadth of expertise available in Plymouth is yet to be explored so that teachers can benefit from the skills and knowledge of a range of sporting professionals/ coaches to broaden the experiences of Drake pupils.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Extra-curricular sports clubs drastically increased this academic year with many children across KS1 and KS2 accessing clubs such as cricket, basketball, netball, archery and gymnastics. Every club had a minimum of three SEND pupils attend and majority of club participants were pupil premium. Children who attend sports clubs outside of school are regularly celebrated during assemblies.	We'd like to see an increase in children with SEND attending sports clubs and will look for coaches that specialize in inclusive sporting activities.

Review of the last academic year (2025/2026)



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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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Staff regularly refer to national and international sporting events and use this as a vehicle for teaching values such as teamwork and respect. Sporting successes are highlighted during school assemblies whether this be an in or out of school event. Home-learning initiatives such as 'tech free hour' encourage children to get outside and be active.	Not all students see the value in being active everyday.
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	Only a small percentage of students do sports outside of school and 30% of children in each class would say they do not enjoy most sports.
5. Increasing participation in competitive sport	P.E. sessions and sports days are carefully planned, giving children the opportunity to compete as part of a team.	Due to timetabling, staffing and transport issues, we have not participated in as many competitive sporting events as we would have liked.

Plan, monitor and evaluate (2026/2027)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

Your objective:



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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)	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (play leaders), meal time assistant training, ensure there is a range of equipment, pupil voice activities to understand pupils wants and needs.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. MTAs leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Pupil voice will reflect that children find lunch times enjoyable and feel safe. Numbers of girls, SEND and disadvantaged children engaging in organized sporting activities during lunch times will increase and we will see a rise in these children attending sporting clubs after school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective:



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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)	Extra curricular offer will continue to develop with a range of pupils attending.	Leaders will utilize opportunities and offer after school clubs to specific groups of pupils across the school year so all children get the opportunity to experience a sports after school club.	Girls, disadvantaged and SEND pupils given equal opportunities to attend clubs that are inclusive and appropriate for their ability. Enabling all students to have fun and build upon their skills.	Pupil voice will reflect that children find after school clubs enjoyable and safe. Numbers of girls, SEND and disadvantaged children engaging in organized sporting activities will increase and we will see a rise in these children attending sporting clubs outside of school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

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