



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	20 of 56 pupils in Year 6 (36%) met this requirement. Swim assessment data.	Aim to close the gap further so more of the cohort reach the required standard. Swim assessment data.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	33 of 56 pupils in Year 6 (59%) met this requirement. Swim assessment data.	
3. Perform safe self-rescue in different water-based situations	19 of 56 pupils (34%) met all three requirements together, Drew's strongest combined result to date. Swim assessment data.	

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	80% of staff reported increased confidence and knowledge in teaching PE, following CPD on using Complete PE effectively.	40% of staff reported a lack of Instructional Confidence: Difficulty in accurately modeling specific physical education skills for students.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The Dodgeball lunchtime club continued to run, and a new girls-only session was introduced, drawing over 20 girls a week — up from 12 girls in the previous mixed-only club. Coupled with the girls only football session where 20+ attended on a regular basis.	

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	The girls only Dodgeball & Football sessions have been highlighted as an example of the school's inclusive approach to PE, giving girls who previously didn't take part a safe, dedicated space to build confidence and skills.	
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	Continued development of the Dodgeball Club, now including a dedicated girls-only session. This has removed a real barrier to access for girls: weekly attendance has grown from 12 girls, in the previous mixed-only club, to 24 girls in the new girls only session.	
5. Increasing participation in competitive sport	Continued success in borough sports competitions, sustaining Drew's strong record from 2024/25: • 15 football fixtures for both girls and boys. • 3 borough competition wins. Y5/6 Newham SSP champions, Y5/6 Cross country champions and Quad kids champions. • Individual girls quad kids champion and Y6 boys individual cross country champion. • 65 children from Years 2–6 representing the school).	

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:
 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

<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 25m	<i>Historically, around 12-19% pupils at Drew meet the 25m baseline. For this cohort 36% achieved the 25m baseline.</i>	Top-up swimming to be planned once a baseline assessment confirms where this cohort stands.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	<i>See typical range noted in row above — strokes not separately baseline-tested at Year 4.</i>	Top-up swimming to be planned as above.
3. Perform safe self-rescue in different water-based situations	<i>See typical range noted in row above — self-rescue not separately baseline-tested at Year 4.</i>	Top-up swimming to be planned as above.

Aim	Why?	Key Area	Supporting evidence
Sustain and build on the success of the girls-only Dodgeball session, and explore a competitive pathway for girls specifically.	To keep removing barriers to access for girls, building on this year's growth from 12 to 20+ girls attending weekly.	Key indicator 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.	Club attendance register (Arbor).
Continue closing the gap in swimming attainment, building on this year's result of 34% (19 of 56) meeting all three national curriculum requirements together.	To ensure more pupils leave Drew able to swim competently and safely.	Swimming and water safety.	Swim assessment data.
Maintain and build on Drew's competitive record from 2025/26.	To ensure all pupils have the opportunity to compete and enjoy these experiences.	Key indicator 5: Increasing participation in competitive sport.	Competition entries, results and participation registers.
Continue building staff confidence in teaching PE through effective use of Complete PE.	To sustain and build on this year's improvement, where 80% of staff reported increased confidence.	Key indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff CPD feedback.

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: Sustain and build girls' access to Dodgeball



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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)	To sustain and build on the success of the girls-only Dodgeball session introduced in 2025/26, and consider a competitive pathway for girls specifically.	Continue running the girls-only session alongside the mixed club. Explore entering girls' teams into a Dodgeball competition pathway, similar to the school's existing girls' football pathway. Enter Dodgeball UK national competition pathway events for girls.	Increased number of girls attending mixed sessions as confidence increases. In turn represent school teams.	Club attendance register (Arbor).
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>

Your objective: Develop 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 (Complete now and monitor)	To maintain and build on Drew's competitive record from 2025/26.	Continue membership of the Newham School Sport Partnership and entry into local and borough fixtures across the year.	- Over 65 children have represented the school in various competitions, demonstrating high engagement. - Increased frequency of competitive opportunities for Key Stage 1, resulting in higher confidence and early development of competitive skills.	Competition entries, results and participation registers.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>

Your objective: Strive to ensure all pupils meet the minimum requirement in swimming.



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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)	To continue with year 6 block swimming sessions in Summer 2.	Identify pupils needing top-up swimming following core curriculum lessons and arrange sessions with swimming providers, funded through the PE and Sport Premium.	Building on this year's result of 34% (19 of 56) meeting all three swimming requirements at the end of KS2. The aim is to increase this further to 35% in 2026/27.	Swim assessment data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>

Your objective: Build staff confidence and skills in teaching PE



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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)	To continue building staff confidence and knowledge in teaching PE, building on this year's CPD where 80% of staff reported increased confidence.	Introducing a partner teaching model with a focus on how to model effectively in PE.	100% of staff report increased confidence in modeling PE skills. - Consistent, high-quality PE teaching across all key stages, resulting in measurable improvements in pupil engagement and skill acquisition.	Staff survey, lesson observation notes..
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>	<i>To be completed in July 2027.</i>

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