



P.E. Funding Evaluation Form 2026/27

Commissioned by



Department
for Education



PE and sport premium monitoring and tracking form



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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 2024/25.
- 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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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	At the end of 2025/2, 95% of Year 6 pupils could swim 25 metres competently and confidently. Evidenced through end-of-year poolside swimming instructor assessments.	We want 100% of Year 6 to meet this standard. 95% of pupils could swim the full 25m, and 5% were identified as non-swimmers. Top-up swimming and earlier identification in Year 5 are key priorities for 2026/27.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of 2025/26, 95% of Year 6 pupils could use a range of strokes effectively, including front crawl, backstroke and breaststroke. Evidenced through poolside swimming instructor assessments.	We want 100% of Year 6 to meet this standard. Top-up swimming sessions in 2026/27 will target pupils who are not yet confident across all strokes.
3. Perform safe self-rescue in different water-based situations	At the end of 2025/26, 90% of Year 6 pupils could perform safe self-rescue in different water-based situations. Evidenced through poolside swimming instructor assessments.	We want 100% of Year 6 to demonstrate safe self-rescue. This will be a priority focus within top-up swimming sessions, as it is the most critical life-saving outcome.

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 CPD was delivered through . Teachers observed and co-taught sessions as part of their ongoing PE CPD, building subject knowledge and confidence. RealPE membership gave all staff access to a structured, inclusive planning framework. Staff reported increased confidence in delivering PE, particularly across non-traditional sports. Evidenced through staff voice, lesson observations and pupil attainment data.	Not all staff had the opportunity for formally structured, individual CPD with targeted feedback. CPD was primarily through observation rather than a dedicated coaching programme with measurable impact. Staff PDPs indicate that some gaps in confidence remain, particularly in gymnastics and dance. We need 100% of staff to feel fully confident teaching all areas of the PE curriculum. Evidenced through staff confidence surveys and lesson observation data.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	New playground equipment and active play resources improved lunchtime engagement across all year groups. Year 6 Sports Leaders were trained and promoted physical activity at break times. Saints South West delivered after-school clubs including Dance, running, football and multi-sports, all reaching maximum uptake. Bikeability Level 2 was completed successfully by all Year 5 pupils. Evidenced through club registers, lunchtime observation data and pupil voice surveys.	Not all pupils — particularly less active girls and SEND pupils — were consistently active during unstructured time despite Sports Leader provision. Some clubs were oversubscribed, meaning not all pupils who wanted to attend were able to. We need to increase the number of pupils who are physically active every day, with a particular focus on the least active groups. Evidenced through lunchtime observation data and club waitlist records.

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	Sports Day promoted an inclusive and active school community, celebrated by pupils, staff and families. Achievements in PE and sport were celebrated through assemblies and displays, inspiring more pupils to enjoy movement and physical activity. OCRA membership gave all children the opportunity to represent the school in inter-school sporting festivals, raising the profile of PE across the whole school. Non-traditional sports including handball and golf were introduced, generating enthusiasm and broadening pupils' sporting experiences. Evidenced through competition participation registers, pupil voice and Sports Day records.	The calendar of inter-school events was not consistently communicated to families, limiting community engagement with PE and sport. Greater pupil voice in planning events and assemblies would further raise PE's profile. We need to ensure all pupils are inspired to be active both in and outside of school. Evidenced through parent survey feedback and pupil voice data.
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	OAA was delivered by DMAT coaches including problem-solving activities and orienteering, giving all children access to activities beyond traditional PE. OCRA membership provided a wide variety of sporting festivals across the year. After-school clubs included Dance, running, football and multi-sports, offering broad choice for all ages and abilities. Bikeability ensured all Year 5 children experienced an adventurous physical challenge with a real-world outcome. Evidenced through OAA session records, club registers and OCRA event participation data.	OAA provision was limited to one half-term per class, restricting the depth of experience. Not all pupils who wanted to attend extra-curricular clubs were able to due to limited spaces. Girls and SEND pupils were not always equally represented across all sports and clubs. Pop lacrosse and Quidditch were identified by pupils as sports they would like to try but were not yet available. Evidenced through session records, club waitlists and pupil voice data.
5. Increasing participation in competitive sport	Pupils across all year groups participated in inter-school competitive events through the OCRA School Games Partnership. Sports Leaders successfully organised and officiated at Sports Day, giving pupils meaningful competitive	Competitive provision was strong but focused primarily on team sports, meaning pupils who prefer individual or non-traditional competitive formats had fewer opportunities. Not all year groups had equal

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



What are your plans for 2026/27?	How are you going to action and achieve these plans?
Intent	Implementation
CPD for staff will allow them to deliver good quality first teaching in P.E. having had this modelled and had the opportunity to work alongside expert coaches using Team teach. Swimming lessons for year 5, with the option of top up sessions for year 6 if they do not reach the standard To empower all children (with a focus on girls) to take up more sport through a range of opportunities. Equipment Bikeability and Walkability Subsidise sport and physical activity clubs for disadvantaged	Teachers will benefit from CPD with a PE lead and specialist coaches (Devon Cricket and OCRA). This will enable them to support the development of the teaching of PE in the future. All children to access swimming lessons at a local swimming centre. We aim to ensure that all pupils leave us with the ability to competently swim 25m. A team of P.E. Ambassadors – Y3,4/5/6 – to link up with P.e. lead and look at opportunities available and plan a cycle of sporting experiences both intra and inter-school (include clubs, fixtures and other opportunities) New equipment needed to enhance our curricular offering including provision for EYFS physical development and Forest School To ensure that all children in UKS2 understand road safety and are safe and able to ride a bike. Disadvantaged pupils shall be provided with a bike to use for bikeability to ensure that all pupils can participate. Walkability allows all children in Y4/UKS2 to develop pedestrian road sense (PSHE link) Ensure that all pupils have equal opportunity to engage in sporting activities

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
The immediate effects of allocating a budget for Physical Education include: • Improved student health and fitness: Access to quality PE resources promotes physical well-being. • Increased student participation: Funding can provide diverse sports equipment and extracurriculars, making PE more engaging. • Enhanced mental health: Regular physical activity supports better focus, reduced anxiety, and improved mood. • Skill development: Students learn teamwork, discipline, coordination, and goal setting through structured physical activity.	◆ 1. Student Outcomes Evidence: • Fitness assessments (e.g., beep test, flexibility tests, strength metrics) • Attendance rates in PE classes and extracurricular sports • Participation data by gender, year group, SEND students, etc. • Improvements in motor skills, coordination, or stamina (teacher observation or standardized PE assessments) • Student voice surveys on confidence, enjoyment, and engagement in PE
The long-term goals behind a well-structured PE budget often include: • Building lifelong healthy habits: Encouraging students to value fitness beyond school years. • Inclusivity in sports: Ensuring all students (regardless of ability or background) can participate. • Higher academic performance: Studies show physical activity can improve concentration and classroom behaviour. • Talent identification and development: Providing pathways for students to excel in athletics, potentially at competitive or professional levels. • Community engagement: PE programs often lead to events and activities that engage parents and local communities.	◆ 2. Health and Wellbeing Evidence: • Self-reported wellbeing surveys or mental health tracking tools (e.g., Strengths and Difficulties Questionnaire) • Reduction in sedentary behaviour (tracked via activity logs or fitness wearables) • Improved behaviour or focus on class linked to regular physical activity (teacher logs or behaviour reports)
To make the PE budget effective in the long term, our focus will be on: • Durable equipment investments: Buying quality equipment that lasts and requires minimal replacement. • Staff training and development: Investing in professional development ensures PE teachers are skilled in modern, inclusive practices. • Partnerships and grants: Collaborating with local organizations or applying for health/education grants can supplement funding.	◆ 3. Staff and Curriculum Evidence: • PE staff training logs or CPD evaluations • Teacher feedback on confidence in delivering diverse and inclusive PE • Wider range of activities in the PE curriculum (before/after curriculum mapping) ◆ 4. Facilities and Equipment Evidence: • Inventory audits showing new or improved equipment/facilities • Usage logs for sports facilities (in and outside curriculum time) • Maintenance records showing sustainability and care of equipment

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:
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 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

Plan, monitor and evaluate (2026/2027)



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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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				