



PE Funding Evaluation Form 2026



PE Funding Evaluation Form

2025/26 Review and 2026/27 Intended Actions

Review of last year 2025/26

What went well?	How do you know?	What didn't go well?	How do you know?
All planned PE Premium spending for 2025/26 was completed and had a positive impact. Specialist coaching was used effectively to provide structured lunchtime enrichment for KS1 and KS2 pupils. This created a safer, more inclusive and more active lunchtime offer and supported pupils to engage positively in physical activity during unstructured times.	CPOMS indicated reduced behaviour incidents at lunchtime. Staff voice reported improved behaviour and a stronger lunchtime structure. Pupil voice showed that children felt safer, more active and more positive about lunchtime provision. The provision supported whole-school priorities around behaviour, wellbeing, inclusion and active lifestyles.	The provision was successful; however, the next step is to make the model even more sustainable by ensuring lunchtime staff, Sports Ambassadors and playtime buddies are increasingly able to lead simple activities independently, rather than relying solely on external coaches.	Learning walks, staff voice and lunchtime observations show that the coach-led model has had strong impact. The development point is around sustainability: staff and pupils now need a clearer training pathway, equipment routines and activity-zone responsibilities so the provision continues to be effective long term.
Pupil participation in extra-curricular opportunities and competitive sport increased. Pupils accessed UKSports coach-led clubs, school teams, CLIC trust competitions, Team MCR / Manchester Schools PE Association events and intra-school competition opportunities. This broadened pupils' sporting experiences and supported confidence, teamwork, resilience and pride in representing school.	Registers for clubs and competitions demonstrated increased engagement in after-school clubs and competition participation. The school entered 13 competitions across the academic year, showing a sustained commitment to competitive sport and wider opportunities beyond curriculum PE. Pupil voice indicated enjoyment and motivation linked to representing school and attending clubs.	The overall offer was successful. The next priority is to target participation even more sharply so that disadvantaged pupils, pupils with SEND, girls and the least active pupils are identified early and encouraged into clubs, competitions and inclusive events.	Participation registers show strong engagement, but termly analysis by pupil group would strengthen the evidence further. GetSet4PE and staff referrals can be used more systematically to identify pupils who are not yet accessing wider school sport.
The quality and consistency of curriculum PE improved through the use of GetSet4PE, appropriate equipment, protected curriculum time and targeted support for staff. Pupils accessed a broad and balanced PE curriculum and lessons were better resourced, safer and more engaging.	Monitoring completed with the Trust/CLIC Lead Practitioner showed stronger PE practice across school compared with previous monitoring. The GetSet4PE scheme of work was implemented, statutory curriculum time was allocated to PE and pupil voice was highly positive, with 98% of children previously reporting that they enjoyed PE lessons.	The spending was successful. The ongoing development point is to ensure assessment, progression and the use of learning objectives/success criteria are consistently embedded across all year groups, particularly where staff are new to school or early in their career.	Lesson monitoring showed that most ECTs were able to teach good PE lessons following observation and support. Ongoing monitoring and CPD are needed to maintain this consistency as staffing changes and to ensure new staff understand the PE curriculum and assessment systems.
PE leadership developed well through AFPE membership, Manchester PE Association involvement, CLIC/Trust Lead Practitioner support and the subject leader's work to monitor provision. PE has become more visible as a driver for whole-school improvement, including	The Subject Leader reported increased confidence in leading PE. Judgements made during monitoring were aligned with the Trust Lead Practitioner, showing stronger leadership capacity. PE was visible through competitions, clubs, lunchtime activity, staff development and pupil voice.	The leadership actions were successful. The next step is to formalise termly PE Premium impact reviews so that leaders and governors can clearly see spending, participation, impact and next steps throughout the year, rather than only at the end of the academic year.	The evidence base is strong but could be even more robust if collated termly. A single evidence folder should include GetSet4PE data, CPOMS summaries, staff voice, pupil voice, competition records, photographs, newsletters,



wellbeing, behaviour, participation and pupil leadership.	Memberships and professional networks supported access to good practice and competition opportunities.		equipment audits, monitoring notes and governor updates.
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Intended actions for 2026/27

What are your plans for 2026/27? Intent	How are you going to action and achieve these plans? Implementation
1. To continue to increase staff confidence, knowledge and skills in teaching PE and sport, including ECTs, RQTs, new staff and staff who require additional subject support.	Continue to use the school's successful model of specialist coaching, coach observation, team teaching and targeted CPD. Implement GetSet4PE to support planning, progression and assessment. Continue AFPE, Manchester PE Association / Team MCR and CLIC/Trust Lead Practitioner support so that PE leadership remains informed by current best practice. Staff will observe high-quality coached sessions and then apply this practice in their own PE teaching.
2. To maintain a safe, inclusive and active lunchtime provision for KS1 and KS2 pupils, building on the successful impact of specialist lunchtime coaching.	Continue to fund high-quality specialist coaches to lead structured lunchtime activities. Purchase and replenish appropriate playground equipment following a termly audit. Introduce clear activity zones, equipment routines and pupil leadership roles. Coaches will train teaching assistants and Playtime Buddies so that the model becomes increasingly sustainable and not solely dependent on external adults.
3. To further increase participation in extra-curricular clubs and competitive sport, with a sharper focus on disadvantaged pupils, pupils with SEND, girls and pupils who are least active.	Introduce UKSports/specialist coach-led clubs and school team development. Continue entering CLIC trust competitions, Team MCR / Manchester Schools PE Association competitions and inclusive events. Use GetSet4PE, staff referrals and pupil voice to identify target pupils each term. Provide personal invitations to clubs and competitions and monitor participation by pupil group.
4. To introduce a targeted 'Active 30' / least-active pupils programme to increase engagement, confidence and physical activity for pupils who do not currently access the wider PE and sport offer.	Identify a target group each term using GetSet4PE club registers, staff knowledge, CPOMS/wellbeing information where appropriate and pupil voice. Provide a bespoke lunchtime, breakfast or after-school physical activity group led by specialist coaches. Track attendance, confidence, enjoyment and progression into mainstream clubs, lunchtime activity or competition pathways.
5. To develop SEND and inclusive PE/sport provision so that all pupils can access meaningful physical activity and experience success.	Purchase adapted and inclusive equipment where required. Use inclusive competition pathways and CLIC/Team MCR events to provide opportunities for pupils with SEND. Provide CPD and modelling for staff on adapting PE lessons and games. Use pupil voice to identify barriers and ensure pupils with SEND are represented in clubs, lunchtime activity and competitions.
6. To increase girls' confidence, participation and representation in PE, extra-curricular clubs and competitive sport.	Use pupil voice to identify barriers to girls' participation. Offer girls-only or girls-focused opportunities where appropriate, such as football, multi-skills or non-traditional activities. Ensure equal access to playground spaces, school teams and competition pathways. Celebrate female role models and girls' sporting achievements through assemblies, newsletters and displays.
7. To ensure pupils experience a broad and balanced PE curriculum and a wider range of sports and physical activities beyond the curriculum.	Continue PE equipment audits and purchase resources needed to support safe, high-quality curriculum delivery. In the 2026/27 academic year, purchase £10,000 worth of gymnastics equipment to enhance gymnastics teaching, improve safety, raise lesson quality and broaden pupils' access to high-quality gymnastics provision. Use pupil voice to shape the club offer and include a broad range of activities such as football, cricket, basketball, dodgeball, athletics, gymnastics, dance, yoga, lacrosse, hockey, cross-country and inclusive/non-traditional activities.



8. To raise the profile of PE, sport and physical activity as a tool for whole-school improvement, particularly behaviour, wellbeing, confidence and leadership.	Continue Playtime Leaders, active assemblies, sporting celebrations, Sports Week, Sports Day, newsletters and links to local clubs. Use structured play, movement breaks and active classrooms to support regulation, mental health and readiness to learn. Celebrate participation as well as performance so that all pupils see themselves as successful in PE and sport.
9. To strengthen PE leadership, monitoring and evidence so that spending decisions are clearly linked to impact and sustainability.	The PE Lead will complete a termly PE Premium impact review. Evidence will include GetSet4PE participation data, CPOMS lunchtime behaviour summaries, staff voice, pupil voice, learning walks, competition records, equipment audits, photographs and newsletter evidence. Findings will be shared with SLT and governors and used to adjust provision during the year.



Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
1. Staff confidence, knowledge and skills in PE will continue to improve. PE teaching will be more consistent across school and new staff/ECTs/RQTs will be supported to deliver safe, progressive and engaging PE lessons.	Staff voice will show increased confidence. Learning walks with the PE Lead and CLIC/Trust Lead Practitioner will show consistent use of GetSet4PE, clear learning objectives, appropriate challenge and effective progression. Monitoring will evidence that staff who have observed coaches or received CPD are applying this in their own teaching.
2. Lunchtimes will remain safer, calmer, more active and more inclusive. Pupils will have regular opportunities to take part in structured physical activity during the school day, supporting behaviour, wellbeing and active lifestyles.	CPOMS lunchtime behaviour data will show reduced or sustainably low incidents. Staff voice will report improved lunchtime routines and pupil engagement. Pupil voice will show that children know what activities are available, feel safe and enjoy taking part. Lunchtime observation records will show activity zones and equipment systems being used effectively.
3. More pupils will attend clubs and represent school, including pupils who are disadvantaged, pupils with SEND, girls and pupils who have previously been less active.	GetSet4PE club and competition registers will be analysed termly by pupil group. Participation for target pupils will increase across the year. Competition records will show continued involvement in CLIC, Team MCR / Manchester Schools PE Association and inclusive events. Pupil voice will show increased confidence and pride in representing school.
4. The targeted least-active pupils programme will increase confidence, enjoyment and engagement for pupils who do not usually access extra-curricular sport.	Baseline and end-point pupil voice will show improved confidence, enjoyment and willingness to be active. Attendance registers will show regular participation. Some pupils will progress from the targeted group into wider lunchtime activities, clubs or competitions. Staff observations will note improved engagement, confidence and social interaction.
5. SEND and inclusive provision will improve so that pupils with additional needs can access PE, physical activity and competition more successfully.	Adapted equipment will be used in lessons, playtimes and clubs. SEND participation will be tracked through GetSet4PE. Pupil voice and staff feedback will show that activities are accessible and appropriately adapted. Records will evidence attendance at inclusive events and increased confidence for pupils with SEND.
6. Girls' participation and confidence in PE and sport will increase, with improved representation in clubs, competitions and pupil leadership roles.	GetSet4PE data will track girls' attendance at clubs and competitions. Pupil voice will show improved confidence and reduced barriers to participation. Assemblies, newsletters and displays will celebrate girls' sporting achievements. Playground monitoring will show fair access to spaces and activities.
7. Pupils will experience a broader range of sports and physical activities, helping them discover activities they enjoy and may continue beyond school.	Curriculum maps, GetSet4PE records, club registers, photographs and newsletters will evidence a broad offer. Gymnastics equipment audit records, purchase records and lesson monitoring will evidence the impact of the £10,000 gymnastics equipment investment on teaching quality, safety, pupil engagement and curriculum progression. Pupil voice will show increased awareness and enjoyment of different sports. Links to local clubs and community opportunities will be shared with families.
8. PE and physical activity will continue to support whole-school improvement, particularly behaviour, wellbeing, leadership, confidence and school pride.	Evidence will include Sports Ambassador records, active assemblies, Sports Week/Sports Day participation, newsletters, celebration assemblies, pupil leadership opportunities and staff feedback on behaviour and wellbeing. Pupils will be able to articulate how physical activity supports their health and mental wellbeing.



9. PE Premium spending will be more sustainable and evidence-informed because impact will be reviewed termly rather than only at the end of the year.	The PE Lead will maintain a termly evidence folder. SLT/governor updates will summarise spend, participation, impact and next steps. Adjustments to clubs, lunchtime provision, equipment and targeted groups will be made during the year in response to evidence.
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Actual impact/sustainability and supporting evidence 2025/26

What impact/sustainability have you seen?	What evidence do you have?
1. Increased confidence, knowledge and skills of staff in teaching PE and sport Investment in PE-specific professional development, specialist coaching, GetSet4PE, AFPE/Manchester PE Association membership and CLIC/Trust Lead Practitioner support strengthened staff confidence and subject leadership. ECTs and RQTs benefited from observing coached sessions and applying effective practice in their own teaching. The PE Lead has developed stronger confidence in monitoring, evaluating and improving provision.	Lesson monitoring completed with the Trust/CLIC Lead Practitioner showed stronger practice across school compared with previous monitoring. A significant proportion of ECTs were observed teaching good PE lessons after support. Subject Leader judgements were consistent with the Lead Practitioner, showing increased leadership capacity. Staff voice indicated improved confidence and GetSet4PE supported consistency in planning and progression.
2. Engagement of all pupils in regular physical activity Specialist lunchtime coaching provided a safe, active and inclusive offer for KS1 and KS2 pupils. Structured games and enrichment activities increased purposeful movement during the school day and supported behaviour, wellbeing and positive social interaction.	CPOMS behaviour records evidenced reduced lunchtime incidents. Staff voice indicated that behaviour at lunchtime had improved significantly. Pupil voice showed that children felt safer and more active at lunchtimes. Lunchtime provision became more structured, with pupils able to access organised physical activity rather than relying only on free play.
3. The profile of PE and sport is raised across the school as a tool for whole-school improvement PE and school sport supported wider priorities including confidence, behaviour, teamwork, resilience, wellbeing and school pride. Pupils were given regular opportunities to represent school and celebrate sporting achievement. PE remained visible through clubs, competitions, lunchtime provision and curriculum improvement.	The school entered 13 competitions across the academic year. Pupils represented school through CLIC, Team MCR / Manchester Schools PE Association and other sport opportunities. Staff and pupil voice reflected positive attitudes towards PE. Monitoring showed that curriculum PE was more securely embedded and that pupils valued the subject.
4. Broader experience of a range of sports and activities offered to all pupils Pupils accessed a wider range of curriculum and extra-curricular opportunities. Investment in equipment ensured PE lessons were safe, well resourced and engaging. Clubs and competition preparation allowed pupils to experience activities beyond the core PE curriculum.	Club registers demonstrated increased engagement in extra-curricular activities. Learning walks confirmed that resources supported curriculum delivery. GetSet4PE was implemented across school and a broad and balanced curriculum was in place. Pupil voice showed very high enjoyment of PE lessons, with previous evaluation recording 98% of pupils saying they enjoyed PE.
5. Increased participation in competitive sport Continued involvement in CLIC trust competitions, Team MCR / Manchester Schools PE Association and school sport events increased pupils' access to competitive opportunities. Pupils developed teamwork, resilience, confidence and pride in representing school.	Competition participation records showed pupils represented the school in 13 competitions. Registers demonstrated increased engagement in after-school clubs and competitions. The wider competition programme supported pathways from curriculum PE and clubs into school team participation.



Proposed spending lines for 2026/27

Spending line based on successful 2025/26 provision	Rationale / intended impact for 2026/27
Specialist sports coaching provided by UKSports provision for lunchtime enrichment, extra-curricular clubs and school team development	To maintain the successful structured lunchtime offer, increase active minutes, improve behaviour, provide after-school opportunities and prepare pupils for competitions. Coaches will also support sustainability by training staff, Sports Ambassadors and pupil leaders.
CLIC trust competitions, Team MCR / Manchester Schools PE Association competitions and inclusive sport events	To sustain and increase participation in competitive sport, including opportunities for disadvantaged pupils, pupils with SEND, girls and less active pupils. Competition experiences will develop confidence, teamwork, resilience and school pride.
GetSet4PE subscription / renewal	To support curriculum planning, progression, assessment and monitoring of participation. GetSet4PE will be used more strategically to track club and competition attendance by pupil group and identify pupils who need targeted support.
PE, playground and inclusive/adapted equipment	To ensure curriculum PE, lunchtime provision, extra-curricular clubs, EYFS/KS1 physical development and inclusive activities are safe, engaging and accessible. This will include a planned £10,000 investment in gymnastics equipment during 2026/27 to enhance gymnastics teaching, support progression and enable safer, more engaging lessons. Equipment audits will identify gaps and help maintain a broad offer.
AFPE, Manchester PE Association / Team MCR membership and professional networks	To keep the PE Lead and staff informed by best practice, access CPD, maintain competition pathways and support the profile of PE across school.
ECT/RQT/new staff CPD and coaching observation opportunities	To increase staff confidence, knowledge and skills in teaching PE. Staff will observe high-quality sessions, receive feedback and apply strategies in their own lessons, improving sustainability and reducing reliance on external provision over time.
CLIC/Trust Lead Practitioner support and PE subject leader monitoring time	To strengthen leadership, evaluate provision, complete learning walks, analyse evidence and report impact to SLT/governors. This will ensure PE Premium spending is evidence-informed and adjusted during the year.
Targeted least-active pupils / Active 30 intervention programme	To increase participation, confidence and enjoyment for pupils who are not currently accessing clubs or competitions. This will provide a high-impact targeted strand and stronger evidence for disadvantaged pupils, pupils with SEND, girls and less active pupils.
Girls' participation and SEND/inclusive sport development	To remove barriers to participation and ensure under-represented groups have equitable access to clubs, competitions, lunchtime activity and leadership opportunities. Spending may include coaching, equipment, inclusive event entry and pupil voice-led activity design.

