

PE Funding Planning Form 2026-2027



Department
for Education



PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool at the end of 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 the funding in the previous year.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- 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.

Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.

Review of last year

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend

What went well?	How do you know?	What didn't go well?	How do you know?
Pupils accessed a broad range of physical activities alongside curriculum PE, including swimming, Bikeability, Walk in School Week, sporting events and competitive opportunities.	Registers and participation records demonstrate regular engagement. Pupils participated in inter-school competitions, festivals and tournaments, including events with Sheffield EIS and other schools within Nexus MAT.	Although additional activities were successful, there is scope to develop a wider and more consistent extracurricular offer throughout the school day, particularly at lunchtimes and playtimes.	Previous records identify active breaks and lunchtime activities but also state that participation should continue to be monitored to identify pupils requiring additional encouragement or targeted opportunities.
External specialist coaches had a positive impact on both pupil engagement and staff development. Pupils responded positively to specialist provision, including Active Fusion and Bikeability.	Pupil voice was positive and staff reported increased confidence and knowledge from working alongside specialist coaches. Bikeability resulted in high engagement, with pupils developing greater independence when cycling.	Further development is needed to ensure staff knowledge and confidence are embedded across the school, reducing reliance on external specialists and ensuring consistently high-quality PE provision. Also there was a large turn over of staff throughout the year	Last year's evaluation recognises the importance of continuing professional development and explicitly identifies developing staff expertise as necessary for sustaining provision.
Investment in equipment and resources increased opportunities for pupils to be active, with bikes and scooters proving particularly popular during breaktimes.	Observations, activity records and participation information showed good engagement with newly purchased resources during less structured parts of the school day.	A more systematic approach is needed to ensure equipment supports all areas of PE and the needs of pupils with SEND, rather than purchasing resources for individual activities as needs arise.	Last year's plan identified specialist SEND equipment as a priority. Reviewing provision against a new SEN-specific curriculum will enable remaining resource gaps to be identified.
Pupils benefited physically, socially and emotionally from PE and sport, developing teamwork, communication, resilience, leadership and respect alongside physical skills.	PE assessment, pupil voice, staff observations and records from competitions/events demonstrated pupil progress, enjoyment and participation.	The current curriculum could be strengthened through a clearer SEN-specific framework for progression , ensuring activities and assessment are appropriately matched to pupils' developmental and	Last year's evidence demonstrates successful individual activities and pupil outcomes; however, adopting a dedicated SEN-appropriate curriculum would provide greater consistency in planning, progression

Review of last year

Competitive sport and whole-school sporting events provided opportunities for pupils to represent the school, experience success and raise the profile of PE.	Competition records, photographs, newsletters, website updates and celebration assemblies evidence participation and achievement.	physical needs. Opportunities should continue to be developed so that pupils of differing abilities and needs can participate regularly , including those less likely to access traditional competitive sport.	and assessment across school. Previous evaluation identifies the importance of monitoring participation and targeting pupils who may require additional encouragement or adapted opportunities.
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Intended actions for this year

What are your plans for this year?	How are you going to action and achieve these plans?
Intent	Implementation
Increase the range of extracurricular physical activities available to pupils throughout the school day. Provide inclusive opportunities beyond traditional PE so that pupils with a wide range of physical, sensory, communication and learning needs can participate and experience success.	Audit current provision and identify gaps in extracurricular opportunities. Introduce a wider range of accessible activities such as sensory movement, dance, active games, ball skills, circuits and adapted sports. Provide lunchtime/playtime clubs and targeted activities for different groups of pupils. Monitor participation to ensure opportunities are reaching pupils across the school. £1000 spent on equipment for the different clubs £500 on transport to event – driver fees
Purchase and implement a new PE curriculum that is appropriate and accessible for pupils with SEN. Ensure there is clear progression in physical development and that activities can be adapted for pupils working at different developmental levels.	Research and select an SEN-appropriate PE curriculum that meets the needs of the school population. Map the curriculum across classes/key stages to ensure breadth and progression. Support staff in understanding how to deliver and adapt the curriculum. Introduce assessment/progress measures so that pupils' development can be monitored and next steps identified. £1000 spent on the new curriculum £500 on curriculum leader time for researching curriculums
Improve resources and equipment to support delivery of the new curriculum. Ensure staff have access to suitable, engaging and inclusive equipment so that pupils can participate as independently and successfully as possible.	Complete an audit of existing PE equipment against the requirements of the new curriculum. Purchase missing and additional resources, including adapted and sensory equipment where appropriate. Organise and label resources so that they are easily accessible to staff. Review use of equipment during the year and purchase additional resources where gaps are identified. £2000 on equipment for the new curriculum and to replenish balls or other equipment broken or lost

Intended actions for this year

Build upon the successful active break and lunchtime provision established last year by increasing the range, consistency and accessibility of physical activities available during playtimes and lunchtimes. Create more opportunities for purposeful movement outside the formal PE lesson and encourage pupils who may not independently engage in physical play. Build upon previous staff CPD to further develop staff confidence, knowledge and skills in delivering high-quality, inclusive PE, with a particular focus on the implementation of the new SEN curriculum. Ensure staff understand how to adapt activities so that all pupils can participate and make progress.	Develop a programme of structured and semi-structured playground activities. Introduce accessible equipment and activity stations that pupils can choose from. Support lunchtime/playground staff with ideas for encouraging engagement. Consider pupil interests when planning activities and rotate opportunities regularly to maintain motivation. Monitor which pupils engage and provide additional support or targeted opportunities for pupils who are less active. £2000 on equipment for the playgrounds x 2 Identify staff training needs through discussion, observation and questionnaires. Arrange relevant CPD linked to the new curriculum, inclusive PE, adapted activities and supporting pupils with complex SEN. Provide staff with practical resources, activity ideas and modelling where required. Create opportunities for staff to share successful practice. Review confidence and implementation following training to identify further CPD needs. £1000 on staff CPD
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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?
Pupils will have increased opportunities to be physically active throughout the school day, not solely during their allocated PE lesson. A broader range of activities will increase engagement, particularly for pupils who do not readily engage with traditional sports.	Records of extracurricular activities offered and pupil participation. Observations of pupils during clubs, playtimes and lunchtimes. Photographic evidence where appropriate. Pupil voice/communication responses and staff feedback. Comparison of participation across the year.
The new SEN-appropriate PE curriculum will provide greater consistency, breadth and progression across school. Pupils will access physical activity at an appropriate developmental level and will have opportunities to build upon previously learned skills.	Curriculum planning and progression documents. Lesson observations/learning walks. Evidence of individual pupil progress against curriculum outcomes. Staff feedback on the suitability and accessibility of the curriculum.
New and adapted equipment will enable more pupils to participate successfully and independently in PE and physical activity. Resources purchased will remain available for future cohorts, providing sustainable improvement to provision.	Equipment/resource audit before and after purchasing. Evidence of resources being used within lessons and extracurricular activities. Staff feedback. Observations demonstrating increased access, participation and independence for pupils with differing needs.
Pupils will become more physically active during playtimes and lunchtimes, with increased opportunities for purposeful movement, interaction, turn-taking and enjoyment. Structured opportunities will particularly support pupils who find unstructured play difficult.	Playground/lunchtime observations and learning walks. Records of activities available. Staff observations of engagement and participation. Pupil voice where appropriate. Evidence of increased participation from pupils who previously engaged in limited physical activity.
Staff will have increased confidence and competence in delivering inclusive PE and physical activity. Knowledge gained through CPD will remain within school and support future pupils and staff, creating sustainable improvements to PE provision.	CPD attendance and training records. Staff questionnaires/confidence audits before and after training. Lesson observations and learning walks. Planning showing appropriate adaptations. Staff sharing good practice and demonstrating increased confidence in delivering PE.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?