



PE Funding Evaluation Form 2025-26

PE Premium Strategy 2026-27



Commissioned by



**Department
for Education**

Created by



Images courtesy of Youth Sport Trust

Review of last year 2025/26

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?
- Yr 5 & 6 swimming - Engagement in outdoor activities - Lunchtime & breaktime activity	All Yr 5 met all swimming expectations for end Key Stage Outdoor learning accessed by all pupils. Pupils voice regularly positive about ODL. All participating in PE lessons and KS 2 in swimming lessons, including those in vulnerable groups Many children active during these break times - variety of equipment available on weekly rotation - Children can use the trim trail and Forest area - Den building resources available	- UKS2 Sports Leaders not yet established	- All children take responsibility for the resources they use at breaktimes – 'choose it, use it, put it away'

PE Premium Strategy Plan 2026/27

Intent and Implementation	Expected Impact		Sustainability
How to action and achieve these plans	Impact	Key indicator this proposal will meet	How?
Increase regular activity during the school day for all pupils including vulnerable groups. Provide an active break-time timetable to encourage physical activity. Break-time activities to be organized by PE lead.	Transformation of break times. All children will have daily exercise.	1. Increased Confidence, knowledge and skills of all staff in teaching P.E and Sport. 2. Engagement of all pupils in regular physical activity. 3. The profile of P.E and sport is raised across the school as a tool for whole school improvement. 4. Broader experience of a range of sports and activities offered to all pupils. 5. Increased participation in competitive sports.	All pupils enjoy being active at playtimes. All children take responsibility for the resources they use at breaktimes – ‘choose it, use it, put it away’
Plan and provide all pupils who require them, with daily sensory circuits. A Sensory Circuit provides a sequence of activities to support regulation. A sequence of alerting, organising then calming.	Pupils with SEND are better able to regulate and engage in accessing the curriculum.	1. Increased Confidence, knowledge and skills of all staff in teaching P.E and Sport. 2. Engagement of all pupils in regular physical activity. 3. The profile of P.E and sport is raised across the school as a tool for whole school improvement. 4. Broader experience of a range of sports and activities offered to all pupils. 5. Increased participation in competitive sports.	Maintain and develop resources
Provide inclusive outdoor learning for all pupils, including those with SEND and other vulnerable groups. Offer pupils outdoor learning opportunities to support pupils to make meaningful cross-curricular connections. Ensure focus on developing key teamwork and problem-solving skills, fostering resilience, communication, and leadership.	Enriching pupils’ understanding by linking outdoor activities with subjects such as science, geography, and physical education.	1. Increased Confidence, knowledge and skills of all staff in teaching P.E and Sport. 2. Engagement of all pupils in regular physical activity. 3. The profile of P.E and sport is raised across the school as a tool for whole school improvement. 4. Broader experience of a range of sports and activities offered to all pupils. 5. Increased participation in competitive sports.	PE/ODL Lead to ensure skills progression
Provide enrichment opportunities in school to give all pupils the chance to participate in	Increase pupil participation and enjoyment by providing safe and	1. Increased Confidence, knowledge and skills of all staff in teaching P.E and Sport.	Purchase sports equipment that is sustainable and will

PE Premium Strategy Plan 2026/27

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a range of sports and skills including those in vulnerable groups. Purchase PE and sports equipment to replace old and damaged items.	age-appropriate equipment. Extend the range of skills that can be learnt within the PE curriculum and extra curriculum activities.	2. <i>Engagement of all pupils in regular physical activity.</i>	Continue to be used
		3. <i>The profile of P.E and sport is raised across the school as a tool for whole school improvement.</i>	
		4. <i>Broader experience of a range of sports and activities offered to all pupils.</i>	
		5. <i>Increased participation in competitive sports.</i>	
KS2 pupils have access to weekly swimming lessons throughout the year. KS2 pupils will have lessons with the swimming instructor at The Warren (CMAT school), weekly.	KS2 pupils achieve expected standards for swimming at the end of KS2. Healthy activity weekly for KS2. Water safety and confidence embedded.	1. <i>Increased Confidence, knowledge and skills of all staff in teaching P.E and Sport.</i>	Free use of Warren pool & instructor
		2. <i>Engagement of all pupils in regular physical activity.</i>	
		3. <i>The profile of P.E and sport is raised across the school as a tool for whole school improvement.</i>	
		4. <i>Broader experience of a range of sports and activities offered to all pupils.</i>	
		5. <i>Increased participation in competitive sports.</i>	
All pupils have experience of an inclusive, competitive activity. Join with Burrow (Warren special school satellite class, sharing GLE site) to engage in a joint sports day.	All pupils including those in vulnerable groups experience a competitive activity.	1. <i>Increased Confidence, knowledge and skills of all staff in teaching P.E and Sport.</i>	PE Lead to arrange sports day on site, no transport required
		2. <i>Engagement of all pupils in regular physical activity.</i>	
		3. <i>The profile of P.E and sport is raised across the school as a tool for whole school improvement.</i>	
		4. <i>Broader experience of a range of sports and activities offered to all pupils.</i>	
		5. <i>Increased participation in competitive sports.</i>	

Actual impact/sustainability and supporting evidence 2026/27

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