

PE Funding Evaluation Form 2025-2026



Commissioned by
Department
for Education

Created by  **Association for
Physical
Education**



PE Funding Evaluation Form

Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE 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 sport

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/



Activity/ Action	Impact	Comments
1.The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school:- *To continue to develop Active Playgrounds at lunchtime through the use of child sports leaders and specialist coaching staff. *To target children through the use of subsidised extra-curricular activities. *To relaunch daily running/physical activity. *To provide all children with opportunities to participate in extra-curricular after school clubs at a subsidised rate * To relaunch ‘Wake Up, Shake Up’ 2.The profile of PE and sport being raised across the school as a tool for whole school improvement *Maintain School Games Platinum Award *Develop child sports leaders and ensure children’s voice influences sport provision *Continue to promote and raise the profile of Physical Education, School Sport and Physical Activity (PESSPA) across the school to all stakeholders * Continue to celebrate participation through certificates, with an emphasis on values- School Games and the schools. Sports Star awards given out each week for children demonstrating School Games values at after school clubs. *Continue to report through regular newsletter, on website and social media about sporting achievements and opportunities both in and outside of school. *Noticeboards updated with details of intra-competitions and activities run by leaders.	Varied set of interesting and engaging activities delivered with the support of specialist coaching staff and qualified Sports Leaders ensured all children were engaged in physical activities during PE lessons and after school sports clubs. Pupil’s survey feedback was used to decide which sporting activities were delivered in clubs after school. Top activities suggested: more tennis, karate, badminton and volleyball More children are active at lunch time – 67% More pupil premium children attend clubs after school All children engage in physical activity. Pupil survey results: 71% love their PE lessons 65% said ‘having fun was the reason they enjoyed PE lessons. 67% said they attended an after-school club Maintaining standards towards the School Games platinum award. Sports leaders increased in confidence in facilitating sporting activities. All year groups have had a minimum of two hours physical activity so increasing children’s core strength and stamina. Positive sporting role models are celebrated in assemblies. Annual end of year sports awards are a whole school celebration.	

Expected impact/sustainability and supporting evidence

What are your plans for 2025/2026? Intent / Action	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
Increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons. - PE lead and team to access training and networking events. - Create CPD timetable for in house CPD delivered by PE Secondary Specialist and Dance Specialist. - Swimming CPD for x4 staff members	Proposed Impact: • Primary teachers will be more competent and confident to deliver effective curriculum PE lessons having taken part in 6 x ½ days of PE CPD each (staff audits). • Lesson observations will show pupils receive Quality First Teaching across the whole PE curriculum - supported through our Complete PE, including making links to wider curriculum and supporting social development. • Curriculum PE assessments will show an increased number of children working at age-related expectations for PE. How sustainability will be achieved: • CPD will have a lasting impact upon teaching and learning. Staff will be confident and competent teaching a range of curriculum areas. These in turn can be used to support our school in the future e.g. staff leading extra-curricular clubs.	How will impact be measured: • Staff Voice across the year will show a growing confidence with the teaching of PE. • Pupil Voice to highlight the impact of CPD upon PE lessons. • Curriculum PE attainment data.
To increase physical activity levels to ensure children are meeting the active 30 minutes within school. - Continue to offer a variety of after school activity clubs to engage pupils in regular physical activity. - Organize school-wide fitness challenges and events to promote regular participation in physical activity. - Continue to ensure all pupils have a minimum of two hours of high-quality PE lessons each week led by PE specialists. - Target children in KS1 and KS2 to work with Claremount PE Specialist, Lucy Poynton and AR to develop fundamental movement skills.	Proposed Impact: • More pupils will be meeting their daily physical activity goal (30 minutes within school hours) compared to 2024/25. • More pupils taking part in PE and Sport Activities outside of school hours compared to 2024/25. • Increased number of children participating in breakfast and afterschool clubs • Pupils will report an increase in one or more of the key outcomes of the programmes: -Resilience -Self-esteem -Attitudes towards physical activity -Positive mental wellbeing	How will impact be measured: • Club registers and tracking documents • Class discussions, staff and pupil voice • Curriculum PE assessment data (physical skills) • Sports Leaders volunteer cards and certificates.

- Continue to develop Active Playgrounds. Lead Sports TA to build on current practise and create more active playgrounds. - Target least active children in KS2 to work with Claremount PE specialist and Lucy Poynton. MR work with specialists to plan and deliver sessions for the target groups. - Target children in Y4 and Y2 to access the Full of Beans programme, to support their mental and physical well-being.	How sustainability will be achieved: • Children will continue their participation within sports outside of school hours. • Participation within clubs will contribute to children increasing physical competence. • Year 5 Play Leaders will continue again in 2025/26 when they are in Year 6. • Full of Beans programme outcomes will be transferred into the wider curriculum e.g. pupils showing a developing resilience in a range of curriculum areat just PE and sport related.	
To raise the profile of PE and sport across the school and use as a tool for whole school improvement. - Celebrate and assess the whole child through Physical Education ensuring strong personal development. - Promote physical activity outside of school and celebrate. - Offer a wide range of sporting opportunities to all pupils for both physical and mental health benefits. - PE & Sport team continue to evidence our provision of high-quality PE, Sports Leadership, competition offer, extra-curricular offer, club links and wider opportunities for pupils to enjoy. - Continue to celebrate participation through certificates, with an emphasis on values- School Games and the schools. Sports Star awards given out each week for children demonstrating School Games values at after school clubs. - Continue to report through regular newsletter, on website and Twitter feed about sporting achievements and opportunities both in and outside of school. - Noticeboards updated with details of intra-	Proposed Impact: • Increased visibility of sport in the school through: - assemblies, newsletters and events. • More pupils taking part in school wide PE and health related activities. • More structured lunchtimes organised by lead sports TA and the playleaders, resulting in less behaviour issues. • Improvement in attendance and punctuality. How sustainability will be achieved: • Full of Beans programme outcomes will be transferred into the wider curriculum e.g. pupils showing a developing resilience in a range of curriculum areas, not just PE and sport related. • Children will develop a deeper understanding of healthy lifestyles, especially around how important the role of sleep is to health and wellbeing. • Children will continue their participation within sports outside of school hours. • Participation within clubs will contribute to children increasing physical competence. • Year 5 Play Leaders will continue again in 2025/26	How impact will be measured: • Registers and participation tracking documents. • Attendance reports • Pupil Voice • Staff voice • Sports Stars Awards • Notice board, newsletters, website and social media

competitions and activities run by leaders. - Continue Wake Up Shake Up (before school active club) to encourage pupils who are often absent or late to get into school on time. - Target children in Y4 and Y2 to access the Full of Beans programme, to support their mental and physical well-being. -	when they are in Year 6. • Pupils will be inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.	
To offer a broader and more equal experience of a range of sports and physical activities to all pupils. - Continue - partnership with local clubs, Clarendon and organisations, to use coaches/PE specialist to develop curriculum PE offer (Cheshire Cricket Board, Prenton Tennis Club, Full of Beans, TRFC/ EFC and LFC, Venture Boxing Club). - Expand the number and variety of extra curricular sports clubs available to all pupils. - Continue to offer a range of activities at lunchtimes, delivered by PE Team and young leaders. - Active Playground leaders to deliver lunchtime activities/intra competitions for least active children in Years 1-4. - In partnership with a local high school and local primary schools, pupils experience a variety of sports and activities in a fun and inclusive environment.	Proposed impact: • Participation in clubs and physical activity will support children to further develop teamwork skills, social and communication skills and supported wellbeing through a sense of 'togetherness'. • Increased number of children participating regularly within the provision across the year. • Children will develop a love of a sport and the confidence to strive to achieve their best- leading onto more areas of school and personal life. How sustainability will be achieved: • Participation within sports clubs and physical activity will lead to an increase in the number of children participating within sports outside of school hours. • Participation within clubs will contribute to children increasing physical competence.	How will impact be measured: • Registers and participation tracking documents. • Pupil Voice
To increase participation in competitive sport - Intra: To drive effective system for engaging in competition in lesson time. This means there can be an in-class competition for all classes at the end of the unit. (Focus on personal development (key life skills) through competition, bespoke to pupils needs)	Proposed Impact: • Participation within competitive sport will support children to further develop teamwork skills, social and communication skills and supported wellbeing through a sense of 'togetherness'. • Increased number of children participating regularly within a sports club/ team as a result of our competitions provision across the year. • Children will develop a love of a sport and the confidence to strive to achieve their best- leading onto	How will impact be measured: • Registers and participation tracking documents. • Pupil voice

- Maintain participation levels in inter school sporting opportunities to promote wider participation amongst children. - Continue to offer training sessions for all children attending competition. - Continue to engage with School Games Organisers. - Continue to enter inclusive/SEND competitions. - Continue to offer more competitive opportunities for girls (both intra and inter).	more areas of school and personal life. How sustainability will be achieved: • Participation within competitions will lead to an increase in the number of children participating within sports outside of school hours.	
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Actual impact/sustainability and supporting evidence

Intent / Action	What impact/sustainability have you seen?	What evidence do you have?																																																	
Increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons.	Targeted professional development has significantly increased the knowledge, confidence, and capability of staff in delivering high-quality curriculum PE lessons. Following a comprehensive staff audit, tailored CPD opportunities were provided, including ongoing support from a Claremount Specialist PE teacher who enhanced staff pedagogy and assessment practices. Staff feedback was overwhelmingly positive, noting substantial gains in confidence, ideas, and lesson delivery. A subject review day, led by the PE lead, helped identify strengths and areas for further development. The involvement of a dance specialist improved the delivery of dance across the school, supporting staff with the Complete PE curriculum and effective use of music. In addition, we have invested in long-term sustainability by supporting the Sports TA to undertake the CPD opportunities offered through Claremount, ensuring continued in-house expertise to further upskill staff and maintain high standards in PE delivery.	Evidence: Curriculum Support timetable Staff Voice: - 100% of staff reported an increase in confidence teaching PE following the Curriculum Support Programmes. - 100% of staff reported an increase in confidence teaching PE through using Complete PE to support teaching and learning.																																																	
To increase physical activity levels to ensure children are meeting the active 30 minutes within school.	We have implemented a wide range of strategies to embed physical activity into daily routines and ensure all pupils are engaged. A diverse and evolving timetable of extra-curricular clubs, shaped by pupil voice, ensured high levels of participation and interest across all year groups. The development of active lunchtimes, led by trained Y5 and Y6 Sports Leaders and supported by increased playground resources, provided structured and independent opportunities for all pupils to be active throughout the school day. Targeted support for the least active children, including intervention sessions delivered in partnership with Claremount PE specialists and local coaches, helped overcome barriers to participation and improved confidence, fitness, and enjoyment. Programmes like <i>Full of Beans</i> and fundamental movement sessions supported both physical and mental wellbeing in identified pupils. Personal best challenges, inclusive lunchtime clubs, and leadership opportunities fostered a sense of ownership, motivation, and pride in being active. Regular pupil voice interviews guided the continuous improvement of provision, ensuring activities remained relevant and accessible. As a result, physical activity has become embedded in daily school life, with sustained engagement from all pupils and a clear focus on inclusion, wellbeing, and enjoyment.	Evidence: Extra-Curricular Clubs: Total number of clubs run across the year: 62 <table><tr><td></td><td><u>Aut 1</u></td><td><u>Aut 2</u></td><td><u>Spr 1</u></td><td><u>Spr 2</u></td><td><u>Sum 1</u></td><td><u>Sum 2</u></td></tr><tr><td>Children</td><td>153</td><td>124</td><td>145</td><td>126</td><td>120</td><td>138</td></tr><tr><td>Sessions</td><td>212</td><td>181</td><td>205</td><td>169</td><td>188</td><td>207</td></tr><tr><td>PP</td><td>66</td><td>46</td><td>52</td><td>46</td><td>26</td><td>36</td></tr><tr><td>PP %</td><td>43%</td><td>37%</td><td>36%</td><td>37%</td><td>22%</td><td>26%</td></tr><tr><td>SEND</td><td>36</td><td>26</td><td>23</td><td>24</td><td>23</td><td>22</td></tr><tr><td>SEND %</td><td>24%</td><td>21%</td><td>16%</td><td>19%</td><td>19%</td><td>16%</td></tr></table> Lunchtime Activities: 67% of pupils engaged in structured activity at lunch times Morning Activities: 29% of pupils engaged in Wake Up, Shake Up before school started.		<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>	Children	153	124	145	126	120	138	Sessions	212	181	205	169	188	207	PP	66	46	52	46	26	36	PP %	43%	37%	36%	37%	22%	26%	SEND	36	26	23	24	23	22	SEND %	24%	21%	16%	19%	19%	16%
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To raise the profile of PE and sport across the school and use as a tool for whole school improvement.	The profile of PE and sport has been significantly raised across the school, contributing to whole-school improvement in personal development, wellbeing, attendance, and pupil engagement. By celebrating and assessing the whole child through PE, and promoting key School Games values, the school has supported both physical and mental health across all year groups. A broad and inclusive range of sporting opportunities, personal best challenges, and leadership roles have empowered pupils to take ownership of their physical activity journey, with many involved in planning and delivering events such as clubs, intra-school competitions, and School Games Day. Targeted initiatives, such as Wake Up Shake Up, have positively impacted attendance and punctuality, while a revised swimming timetable ensures more children meet national expectations. The regular updates via newsletters, social media and sport noticeboards, has helped to embed sport into the culture of the school. Achievements are celebrated consistently through values-based certificates and Sports Star awards, reinforcing positive behaviours and attitudes. As a result, PE and sport are now widely recognised and embraced as powerful tools for improving health, confidence, character, and community across the school.	Evidence: Pupil Voice: 97.5% of children reported they loved or enjoyed PE lessons. Curriculum PE Assessments show: 78% of children working at ARE or above (whole school). 80 % of children working at ARE or above (KS1). 75 % of children working at ARE or above (KS2)																																																	
To offer a broader and more equal experience of a range of sports and physical activities to all pupils.	A broader and more inclusive range of sports and physical activities has been successfully offered to all pupils, significantly increasing participation and engagement. In response to pupil voice, clubs were scheduled at varied times, including before and during school, making them more accessible. Over the year, 62 after-school clubs were delivered with 1,008 sign-ups, alongside a variety of lunchtime and 'wake up, shake up' sessions led by A. Rooney and pupil leaders. These inclusive opportunities helped engage previously inactive pupils and supported those unable to attend after school. Notably, girls' football club participation grew from 37 (2022-23) to 84 sign-ups (2023-24) to 119 sign ups in 2024-25, with 103 sign ups in 2025-2026. As a result, pupils demonstrated improved social skills, more positive attitudes toward health and wellbeing, and 61% now attend local sports clubs, reflecting the lasting impact beyond the school environment.	Evidence: Extra-Curricular Clubs: Total number of clubs ran across the year: 62 <table><tr><td></td><td><u>Aut 1</u></td><td><u>Aut 2</u></td><td><u>Spr 1</u></td><td><u>Spr 2</u></td><td><u>Sum 1</u></td><td><u>Sum 2</u></td></tr><tr><td>Children</td><td>126</td><td>125</td><td>115</td><td>116</td><td>137</td><td>115</td></tr><tr><td>Sessions</td><td>167</td><td>181</td><td>158</td><td>164</td><td>180</td><td>158</td></tr><tr><td>PP</td><td>46</td><td>49</td><td>40</td><td>39</td><td>39</td><td>40</td></tr><tr><td>PP %</td><td>37%</td><td>39%</td><td>35%</td><td>34%</td><td>28%</td><td>35%</td></tr><tr><td>SEND</td><td>31</td><td>31</td><td>24</td><td>25</td><td>29</td><td>24</td></tr><tr><td>SEND %</td><td>25%</td><td>25%</td><td>21%</td><td>22%</td><td>21%</td><td>21%</td></tr></table> Lunchtime Activities: 67% of pupil engaged in structured activity at lunch times:		<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>	Children	126	125	115	116	137	115	Sessions	167	181	158	164	180	158	PP	46	49	40	39	39	40	PP %	37%	39%	35%	34%	28%	35%	SEND	31	31	24	25	29	24	SEND %	25%	25%	21%	22%	21%	21%
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To increase participation in competitive sport	Opportunities for pupils to engage in competitive sport have significantly increased, with 48% of children from Year 1 to Year 6 representing the school in 48 inter-school competitions across 12 different sports, including inclusive SEN events. All pupils, from FS2 to Year 6, also took part in Sports Day events, with older Sports Leaders supporting the delivery for younger children. Intra-school competitions, such as the <i>Let Girls Play</i> Mini-World Cup and Mini-Euros, along with personal best challenges,	Evidence: - Number of sporting events entered: - 2025-26 --46 inter school competitions - 2024-25 --52 inter school competitions - 2023-24 --46 inter school competitions																																																	

	ensured that every child experienced competition in an inclusive and supportive environment. A total of 404 individual opportunities to represent the school were offered, including events in the <i>Celebrate, Aspire and Inspire</i> series run by Wirral School Games, helping more and different children access competitive sport. The school has also achieved notable sporting success, including qualifying and winning the Merseyside School Games gymnastics finals and reaching the later stages of local football tournaments such as the Houlihan and Corgi Cups. Achievements are shared through half-termly online newsletters, celebrated in assemblies, and displayed on the school's sport noticeboard, helping to raise aspirations and inspire further participation.	PE and Sport activity records: 100% of children attending intra-school competitions (KS1 and KS2). 100% of children attending intra-school competitions (KS1). 100% of children attending intra-school competitions (KS2). 60% of children attending inter-school competitions (KS2). 58% of SEN children attending inter-school competitions (KS2). 56% of PP children attending inter-school competitions (KS2).
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Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	91%	Currently in KS2 Year 5 go for weekly swimming lessons in the Autumn term. Y4 start their weekly swimming lessons in the Spring term. Any non swimmers in Y5 continued for another half term in the Spring term. Once in Year 6 any pupils who had not passed the National Curriculum expectations went for weekly swimming lessons in Summer term 1. Any one from Y5 or Y6 who still hadn't passed attend additional swimming lessons every day for a week in Summer term 2.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	88%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	88%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	X4 members of staff attended a swimming course this year