

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- 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 2025/26.
- 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 2024/25

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?
• Increase active minutes participation in and outside school • Improving opportunities for participation in interschool festivals and competitions. • Greater use of active bursts inside the classroom to provide breaks in long periods of sitting. • Year 5 children to complete Bikeability • Completion of Active School Games – Gold award • Continued access to a range of different OOA experiences through residential to the Briars and Lea Green • To improve the sporting	• All children continue to receive a wide and varied PE curriculum within school, whilst having opportunities to compete in or take part in sports they have never tried before. This is 100% of our children in school. • Sensory circuits are beginning to be set up to support movement breaks during long periods of sitting. We have begun to outline resources that will be needed to support this in future. • High uptake of Year 5 children completed Level 2 Bikeability • Completed, next year will	• Sports leaders run midday active bursts at the end of dinner time in preparations for the afternoon lessons. Each child plans a short exercise that every child can complete. • Introduce golf into the curriculum for children to access new sports. • Provide forest school provision across school	• Active bursts were inconsistent and often missed at the end of playtimes. • Equipment received and sessions taught. Lack of engagement from children and unable to get local golf club involved. • Forest school sessions have continued to be applied for Class 1 children but is yet to be implemented across different classes.

Review of last year 2024/25

provision of afterschool clubs. • Initial setup of Park club where children were selected on rotation from KS2 to spend 20 – 30 minutes using the parks leisure equipment paired with a brisk walk. • Continuing lunchtime sessions for PP children and those identified as 'less active in KS1' to provide opportunities to enjoy active engagement • Increased the targeted use of physical literacy in school by completing early assessments of all children • Teaching staff received high-quality CPD training for cheerleading, provided by school sports partnership.	allow us to apply for the Platinum Award • Successful increase in the numbers of children taking part and staying for the full duration of each residential. • Throughout the year, there has been a consistent provision of sporting opportunities after school. PE lead and sport coaches run after school clubs across KS1 and KS2. • Children were enthusiastic about this and were eager to be picked for these sessions. • Targeted sessions continued for PP children during lunchtimes, including Cheerleading • Initial assessment was carried out and intervention started; we were able to identify children that needed to		
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Review of last year 2024/25

- continue with intervention.
Children showed a marked improvement over time when reassessed.
- Children were able to attend and take part in Cheerleading festival

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
- Continue improving the quality of PE teaching. - Increase participation for all pupils, particularly girls, disadvantaged pupils and SEND. - Improve physical activity across the school day. - Improve assessment and curriculum progression. - Increase competitive sporting opportunities. - Improve swimming outcomes.	- Deliver high-quality CPD through specialist coaches, team teaching and staff mentoring. - Expand inclusive lunchtime and after-school clubs, introduce pupil voice to shape club provision and remove barriers to participation. - Develop active playtimes, Daily Mile opportunities and active classroom breaks. Train additional Sports Leaders. - Make greater use of Get Set 4 PE assessment tracking documents - Participate in School Games events and local partnership competitions while increasing opportunities for all pupils to represent the school. - Continue top-up swimming sessions for pupils not yet meeting National Curriculum expectations.

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?
• Teachers will become increasingly confident delivering high-quality PE independently. • More pupils will achieve the recommended 60 minutes of daily physical activity. • Participation in clubs will exceed 80% across the academic year. • Increased representation of girls, disadvantaged pupils and pupils with SEND in extracurricular sport. • Improved physical literacy, resilience and teamwork across all year groups. • Sustainable assessment systems embedded across the school. • Swimming outcomes maintained above national expectations.	• Lesson observations and monitoring records. • Participation registers for clubs and competitions. • School Games participation data. • Pupil voice surveys. • PE assessment tracking data. • Behaviour records demonstrating positive engagement during PE. • Swimming assessment records. • Photographs, newsletters, website updates and social media celebrating sporting achievement.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
• Teacher confidence has continued to improve, reducing reliance on external coaches. • PE lessons demonstrate greater consistency and progression across year groups. • Participation in clubs has remained high, with improved uptake among girls and disadvantaged pupils. • Sports Leaders have successfully organised active lunchtime activities, increasing engagement in physical activity. • The school has participated in a greater number of competitive events than the previous year. • Pupils demonstrate improved teamwork, resilience, confidence and leadership. • Swimming attainment remains high with targeted intervention supporting pupils requiring additional lessons. • Equipment purchased continues to support curriculum delivery and extracurricular activities, ensuring long-term value.	• Monitoring reports from PE Subject Leader. • Staff CPD evaluations showing increased confidence. • Club registers demonstrating sustained participation. • Competition records and School Games certificates. • Pupil questionnaires showing improved enjoyment and confidence. • Assessment data demonstrating improved physical competency. • Swimming data confirming pupils meeting National Curriculum requirements. • Photographic evidence, newsletters, website articles and governor reports documenting impact.