

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 2024/25.
- 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?
Team teaching with Sports Coach Whole staff PE CPD to further develop assessment for learning in PE. Addition support for less active pupils Children to be offered access to intra competition during curriculum time and lunch times. Extensive range of sporting after school clubs have been offered to pupils to engage a wider range of pupils.	Teaching staff and support staff will have improved confidence, skills and knowledge when teaching and supporting PE lessons. Least active pupils have participated in a range of activities to promote active life styles and the importance of keeping fit. Intra competition has developed well at lunch time and whole school workshops have supported during curriculum time. Participation in after school clubs has increased over the year, to include some of our least active pupils. Children have responded well to variety of sports offered.	Engagement of PP children in after school clubs.	Pupil voice. Professional conversations with staff and subject monitoring. CPD Evaluations.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. Provide opportunities for intra school competition, Competition formats to reflect needs of pupils. Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor levels with key focus groups – Girls/ PP/ SEND Promote the use of the outdoor gym, trim track and Muga. Afterschool clubs to offer activities not part of the PE curriculum. Providers to deliver new sports and activities to engage and inspire pupils.	Team teaching with Sports Coach planned for all staff throughout the year. Whole staff PE CPD to further develop OAA led by Spark Active Primary Curriculum lead. Work with Sports active coach to develop Intra competition at lunch time and book whole school workshops to support during curriculum time. Ensure all pupils have access to active lunchtimes, supported by structured activities led by staff. Lunchtime staff to receive training to support. Monitor engagement and target clubs specifically at Girls, PP and SEND pupils to increase engagement. Update the equipment available at lunchtime to encourage physical activity. Broaden the offer of after school clubs.

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?
Teaching staff and support staff have improved confidence, skills and knowledge when teaching and supporting PE lessons. Least active pupils are more active. Increased intra competition opportunities offered. More children across the school participate in after school clubs.	Monitoring and feedback to staff. Pupil voice to show children have responded well and the intervention has had a positive impact on activity levels. Intra competition to be developed at lunch time and whole school workshops to support competition during curriculum time. Participation in after school clubs to increase to include some of our least active pupils.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
PE lessons are of good quality and confidence levels have increased in sports they are less familiar with due to coaching/team teach activities. CPD has helped to upskill teachers in delivering OAA lessons, focusing on national curriculum expectations and a variety of activities to support and develop pupil knowledge. Least active pupils are becoming more active and have chosen to participate in lunch time activities and after school clubs. Intra competition offered to all year groups, children participated positively and requested more opportunities. Broad offer of sports provided across all after school clubs, pupil voice used to decide on choice.	Monitoring feedback from staff training shows staff have greater confidence in delivering OAA lessons and team teaching has supported ECTs to develop their practice. Insights data and pupil voice, shows they have responded well and the intervention has had a positive impact on activity levels. Pupils from KS1 and KS2 have been part of the target groups. Intra competition has developed well at lunch time and whole school workshops have supported during curriculum time. Participation in after school clubs has increased to include some of our least active pupils. Children have responded well to variety of sports offered. Pupil voice has enabled the children to choose the focus for clubs and this has improved participation as has targeting PP pupils.