

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 2024/2025.
- 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?
Improvement in teaching of PE across the school – including improvement of support offered by TAs during lessons	Observations/Monitoring from PE Lead	Require more inter-school tournaments	Pupil voice/data
More SEND children are accessing PE lessons	Observations/Monitoring from PE Lead/Pupil voice	Require more external- school tournaments	Pupil voice/data
Some adaptations and appropriate scaffolding in place to support SEND children during PE lessons	Observations/Monitoring from PE Lead	More training to be offered to teachers and TAs to support SEND children by providing appropriate scaffolding during PE Lessons	Observations/Monitoring/data
Wider curriculum – more sports available	PE curriculum mapping		
Improvement in behaviour across all year groups during PE Lessons	Observations/Monitoring from PE Lead	Targeted activities for Pupil Premium children such as afterschool/lunchtime clubs	Data
More positive attitude to physical activity across KS2	Observations/Monitoring from PE Lead		
Increase in the number of inter – school and external school competitions offered (netball, dodgeball, football)	Pupil voice data	Low uptake of some competitions (basketball) Lack of communication provided to	Data

Review of last year 2024/25

		teachers/parents/children about competitions Percentage of children swimming 25 meters in Year 6 stayed the same- therefore no improvement from last year	Parent voice Data
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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 to follow PE planning to ensure breath of curriculum and development of key skills across all year groups	Subscription to PE planning
Continue to provide CPD for teachers to develop and increase confidence in teaching PE	Use external coach/PE Lead to carry out training to support staff when teaching/supporting PE lessons
Provide specific training for TAs/LSA's in the use of scaffolding to support SEND children during PE lessons	Use external coach/PE Lead and specific training targeted at supporting SEND
Continue to develop children's positive attitudes to PE and healthy lifestyles	Offering high quality physical literacy and carry out regular monitoring and pupil voice
Increase participation in extra-curricular activities that promote physical activity and get children active	Increase communication with parents and staff through social media/school website/class dojo sharing PE related activities in school and local community
Increase participation in sports tournaments (in-school and out of school)	Offer a wider selection of extra-curricular activities and lunch time clubs. Review data Specifically targeted extra-curricular activities for Pupil Premium children Offer more inter and external sports tournaments
Review Year 6 swimming data and look at possibility of additional swimming 'top up' lessons to increase the percentage of children swimming 25metres	Offer additional places for Year 6 pupils who require 'top up' to join with other classes during the year's swimming programme.

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?
Use of published scheme 'PE Planning' to provide inclusive PE lessons which builds progressively on knowledge and skills.	Full coverage of PE knowledge and skills
Employment of Specialist PE coaches who offer weekly PE sessions to all year groups and provide CPD to teachers and TA's to improve the teaching of PE across the school	Adaptions for SEND in lessons – observed in observations/monitoring Offers a range of sports Pupil Voice Assessments show pupil progress including SEND Range of sports offered to ensure children are learning a range of skills across different team games
Specialist coaches deliver lunchtime clubs that promote inclusive games and activities.	Increase in the number of children accessing sports at lunch time – less first aid and incidences of negative behaviour
Specialist coaches deliver afterschool clubs	Increase in the number of children accessing sports/physical activity – monitored through observation and assessment
Delivery of weekly Forest School Sessions run by trained Forest School Leader	Children learn a range of skills that they wouldn't necessarily access outside of school
Year 5 and 6 Bike ability sessions	Children to learn important life skill of safely riding a bike – data received from Road Safety Partnership
Increase in number of Inter and Outer school sports competitions offered to KS2 children	Increase in sports being accessed by children – evidenced through monitoring and pupil voice

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Pupils experience a wider variety of sporting activities as part of PE provision. Effective planning and evaluation is in place ensuring that gaps are identified and addressed promptly.</p>	<p>Observations and monitoring by PE lead</p>
<p>Majority of pupils across all year groups are making expected progress in PE</p>	<p>PE data</p>
<p>Lunchtimes have a stronger emphasis on physical activity. Daily games are initiated by lunchtime supervisors</p>	<p>Observations/ monitoring</p>
<p>Staff engagement and skills have improved resulting in improved experience for pupils. Staff CPD documented, increased delivery capability, incorporating new knowledge and projects into PE and sport within school.</p>	<p>Observations and monitoring</p>
<p>Networking opportunities developing, providing useful links for competitive sport for pupils. Increased staff knowledge and understanding. Enhanced quality of provision and increased opportunities to take part in physical activity. Increasing physical engagement of pupils at lunchtimes, promoting health, wellbeing and participation</p>	<p>Observations and monitoring</p>
<p>Some year groups have engaged in sports tournaments and festivals – this needs to be a focus going forward to improve children’s engagement in competitive sport across all year groups</p>	<p>Pupi voice</p>