

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?
Well-maintained indoor equipment allowing for full access to the curriculum and extracurricular activities	Annual inspection was carried out and all indoor equipment was passed as safe –	Outdoor equipment allowing for full access to the curriculum and extracurricular activities	Outdoor equipment has been cordoned off as deemed unsafe and needs replacing.
A wider range of activities on offer at break/lunch times	All Teachers are running at least one extracurricular club – uptake has increased by 23% from last academic year.	Children participating in inter school competitions in a variety of specific sports	Due to staff illness and cancellations from other schools as well as ours – no interschool competitions have taken place
Sports Ambassadors leading games/activities with more children actively participating	Lunch club equipment for teaching fair play and teamwork has helped in lowering the number of playtime and lunchtime incidents.		
Children learning about fair play, turn taking and teamwork			
Increased use of outdoor areas with children participating in outdoor activities that are not sport specific	Every class has accessed the den building equipment and is accessing more varied outdoor learning.		
Outdoor and Adventurous Activities can be offered as part of the PE curriculum	Maps of the school and courses have been purchased from British Orienteering and staff have been trained in the delivery of orienteering – More than 50% of children have accessed this as part of their PE curriculum.		

What are your plans for 2025/26?

How are you going to action and achieve these plans?

Intent

Implementation

- Increase staff's confidence, knowledge and skills in the teaching of PE.
- Continue to replace resources as the need arises.
- Train new sports ambassadors to lead games at break and lunchtime.
- Develop links with local schools to develop competition
- Develop outdoor learning – Forest school, gardening club to encourage outdoor activity.
- Further develop links with local sports clubs to foster interest and participation in specific sports.

- Provide CPD for all staff, provide access to HQ planning and resources.
- PE lead to carry out termly audits to assess need.
- PE lead to train sports ambassadors to lead games and activities.
- Liaising with schools within and beyond the cluster.
- Purchase more den building and gardening equipment to further develop the use of outdoor spaces.
- PE lead to contact local sports clubs and investigate sports specific coaching within school.

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?
• Staff confidence in the teaching of PE to increase as a result of access to HQ planning and resources. • Equipment and resources are in good condition and fit for purpose. • Sports Ambassadors organising and running games at break and lunchtimes, leading to increased physical activity from more children. • Inter school sports events and competitions to take place allowing children to experience a range of competitive sports. • An increase in children participating in outdoor activity that is not sport specific such as gardening and forest school. • Coaching in specific sports to raise interest in sports and encourage participation outside of school. Use as CPD.	• Staff survey to show that all teachers are more confident in the delivery of PE lessons. • Equipment being replaced as the need arises – ensuring that HQ teaching can take place. • Organised activities taking place, led by sports ambassadors who are encouraging others to take part in physical activities. • Links with local schools developed to give children the opportunity to participate in competitive sports and tournaments. • Gardening club has been successful at engaging children in outdoor activities who do not enjoy sport. Den building and forest school has continued to be popular. • Cricket coaching to happen in summer term, an after school club will be offered by the cricket coaches.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
• Staff confidence in the teaching of PE has increased as a result of access to HQ planning and resources. • Equipment and resources are in good condition and fit for purpose. • Sports Ambassadors have been organising and running games at break and lunchtimes, this was more prevalent at the start of the year. • Inter school sports events and competitions have taken place allowing children to experience a range of competitive sports. • There has been an increase in the number of children participating in outdoor activity that is not sport specific such as gardening and forest school. • Coaching in specific sports has raised interest in sports and encourage participation outside of school.	• 90% of teachers are now confident teaching PE compared to 65% at the beginning of the year. • Replacement of equipment has ensured that PE lessons are adequately resourced. • More children participating in physical activity at the beginning of the year – focus on sports ambassadors to continue next year. • Some year groups have participated in competitions with other schools, including a swimming gala – needs further development • Gardening club has seen several children who do not usually participate in sport become more active – forest school is enjoyed by the younger children. • Cricket coaching has given all children in Years 2 – 6 the opportunity to try a new sport. It has also provided staff with new skills.