

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 2025/26

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?
<ul style="list-style-type: none"> - Was able provide extra-curricular activities - Children that were pupil premium and had an EHCP plan had greater access. - Helped provide more specialized extra-curricular clubs by hiring professionals. - Was able to purchase high quality resources to help further increase the quality of clubs and PE sessions across the school. - Improved the quality of playground equipment to give children a more positive and structured playtime. - Manage to invest into a PE scheme that helped enhance the quality of PE sessions by providing clear structure and guidance for teachers. - Was able to participate in external sporting competitions. 	<p>High Pupil Engagement</p> <ul style="list-style-type: none"> - Observed enthusiastic participation in lessons; minimal off-task behaviour. <p>Curriculum Fully Delivered</p> <ul style="list-style-type: none"> - All planned PE units completed - Improved Skills and Physical Literacy - Pupils demonstrated progression in core skills (e.g., coordination, balance, teamwork) in lesson observations and informal assessments. <p>Inclusive and Accessible for All Pupils</p> <ul style="list-style-type: none"> - Children with SEND or additional needs were successfully supported and included — seen in teacher planning and lesson delivery. <p>Positive Behaviour and Attitudes in PE</p> <ul style="list-style-type: none"> - Low incidents of behaviour issues during PE; pupils followed rules and supported each other. <p>Teacher Confidence and Quality Delivery</p> <ul style="list-style-type: none"> - Staff feedback and lesson observations showed increased confidence following CPD and shared planning. <p>High Attendance at Sports Clubs and Competitions</p> <ul style="list-style-type: none"> - Registers show strong uptake in extracurricular clubs and inter-school events across all classes. - Sports Leaders and peer mentors supported activities; impact noted in pupil voice and teacher feedback. - Evidence in planning and pupil work (e.g., healthy lifestyle topics) showing links to broader curriculum. <p>Parent and Pupil Voice is Positive</p> <ul style="list-style-type: none"> - Feedback from surveys and informal discussions 	<p>Inconsistent Pupil Progress Across Classes</p> <ul style="list-style-type: none"> - Assessment records and observations show differing outcomes between the two forms for the same unit. <p>Staff Confidence Still Varied</p> <ul style="list-style-type: none"> - Some staff expressed uncertainty teaching specific areas (e.g. dance or gymnastics) in feedback and CPD evaluations. <p>Limited Use of Assessment to Inform Planning</p> <ul style="list-style-type: none"> - Informal assessments not consistently used to adapt lessons; planning not always responsive to pupil need. <p>Timetabling Issues Caused Missed PE Sessions</p> <ul style="list-style-type: none"> - Some classes missed lessons due to hall availability clashes or special events — recorded in timetables. <p>Outdoor Lessons Affected by Weather</p> <ul style="list-style-type: none"> - Wet weather limited outdoor sessions; no clear contingency plans in place — noted in planning and staff feedback. <p>Unequal Access to Clubs and Competitions</p> <ul style="list-style-type: none"> - Extracurricular opportunities not accessed equally by all pupils (e.g., PP, SEND) — seen in club registers and pupil voice. <p>Storage and Equipment Management Challenges</p>	<ul style="list-style-type: none"> - Pupil Behaviour Varied by Activity - Noted in behaviour logs and teacher reports. <p>Limited Opportunities for Pupil Leadership</p> <ul style="list-style-type: none"> - Not all classes embedded Sports Leaders or peer coaching — inconsistently applied across year groups. - Cross-Year and Inter-Class Collaboration Was Minimal - Few opportunities for collaborative sport between year groups or classes — reflected in planning and school events calendar.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> ● Broaden Participation and Inclusion We intend to further increase opportunities for all pupils, particularly those with SEND and eligible for Pupil Premium, by offering a wider variety of inclusive sports clubs and targeted interventions during curriculum and extra-curricular time. ● Improve Staff Confidence and PE Quality Our goal is to continue upskilling teachers through high-quality CPD, focusing particularly on less familiar areas of the PE curriculum such as dance, OAA (Outdoor and Adventurous Activities), and assessment for learning in PE. ● Embed Physical Activity into the Whole School Day We aim to embed more active learning and movement breaks across the curriculum and continue developing structured play opportunities at break and lunch times. This includes training sports leaders to support peers and lead physical activities. ● Promote Healthy, Active Lifestyles We plan to launch a new initiative (e.g. Daily Mile, Wellbeing Week, or Healthy Heroes programme) to promote lifelong fitness habits and build children’s understanding of the link between physical activity and mental wellbeing. ● Enhance Competitive Sport Opportunities We intend to enter more borough and inter-school competitions across a broader range of sports, including niche and non-traditional events, to ensure all children have the chance to represent the school regardless of ability. ● Ensure Long-Term Sustainability We will invest in durable, high-quality resources and embed a progressive, skills-based PE curriculum to ensure provision remains strong regardless of staff changes or funding fluctuations. 	<ul style="list-style-type: none"> ● Upskill Staff Through Targeted CPD Deliver in-house and external CPD focused on key areas of need (e.g. dance, OAA, inclusive PE practices). Use team-teaching with specialist coaches to model good practice and build teacher confidence. Provide time for staff to attend borough-led PE network meetings and share expertise across year groups. ● Increase Pupil Access and Participation Audit current clubs and pupil interests to diversify extra-curricular provision (e.g. yoga, girls’ football, boccia). Continue subsidising clubs for Pupil Premium and SEND pupils to remove barriers to participation. Extend lunchtime and after-school physical activity opportunities using trained midday staff and play leaders. ● Improve Structured Play and Active Breaks Re-train existing play leaders and recruit new ones from upper KS2. Refresh playground equipment to support active zones (e.g. skipping, target games, mini-football). Develop a lunchtime rota that ensures all children access structured play at least once per week. ● Embed PE Scheme and Assessment Fully embed the chosen PE scheme (e.g. GetSet4PE or Complete PE) across all year groups. Use the scheme’s assessment tools to monitor pupil progress and inform planning. Conduct regular PE lesson observations and learning walks to ensure consistency and quality. ● Expand Competition and Representation Work with the School Sports Partnership or borough leads to enter a range of competitions. Introduce intra-school competitions every half term to give all pupils a chance to compete. Budget for transport to ensure no competition is missed due to location. ● Promote Whole-School Physical Activity Culture Launch a "Daily Movement Challenge" or similar initiative to embed regular activity. Link PE and wellbeing through themed events such as Mental Health Week and Healthy Schools Days. Celebrate achievements in assemblies and newsletters to raise the profile of PE and sport. ● Monitor and Review Track pupil participation by group (e.g. gender, PP, SEND) and adjust provision accordingly. Conduct termly reviews of CPD impact and pupil progress in PE. Gather feedback from pupils, parents, and staff to inform mid-year adaptations.

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?
<ul style="list-style-type: none"> • Provide a wider range of specialised clubs Plan to expand after-school and lunchtime club offerings by introducing new sports such as fencing, cheerleading, tri-golf. Clubs will be chosen based on pupil voice surveys to ensure relevance and interest, with a focus on reaching pupils who are not already engaged in physical activity outside of PE lessons. • Enhanced experiences in PE by using professionals to teach more niche subjects Collaborate with qualified external instructors (e.g., yoga teachers, dance choreographers, and sports club coaches) to deliver high-quality, niche PE units. These professionals will work alongside staff to co-teach and model best practices, building staff confidence while enriching pupils' learning experiences with expert-led content. • Increase pupil engagement and participation Implement targeted strategies such as pupil-led PE committees, activity trackers, and reward systems to boost motivation and ownership. Engage less active pupils through personalised invitations to clubs, lunchtime taster sessions, and SEND-adapted physical activities. Success will be measured via registers, surveys, and participation audits. • Promote a whole-school approach Embed physical activity throughout the curriculum by integrating active breaks into lessons, running themed physical health weeks, and launching a "Move More" campaign involving all staff and pupils. Leadership will support this by aligning wellbeing, PSHE, and PE priorities, creating a consistent school-wide culture of movement and health. • Our goal is to create sustainable improvements that continue beyond the initial funding period Prioritise CPD for staff, resource longevity, and curriculum integration to ensure that the benefits of PE funding endure beyond a single year. Develop internal PE champions who can mentor others and embed systems like activity tracking and lesson schemes that remain functional without ongoing external costs. • Support children to meet 60 active minutes and achieve the above aims Introduce structured daily initiatives such as the Daily Mile, active playground zones, and curriculum-linked movement breaks to help pupils reach their 30 minutes of activity in school. Families will be supported with take-home challenges and resources to promote the additional 30 minutes at home. Monitoring will occur via teacher logs, pupil feedback, and end-of-term activity reflections. 	<ul style="list-style-type: none"> • Pupil participation and engagement will increase, measured through club registers and participation in intra- and inter-school competitions. • Staff confidence in delivering PE will improve, tracked through staff surveys and CPD feedback. • Children's physical fitness and fundamental skills will develop, evidenced through baseline and ongoing monitoring. • Wider school engagement in active lifestyles will be evident, through increased use of active playtimes, pupil voice surveys, and classroom activity breaks • Pupil wellbeing and behaviour will improve, monitored through reduced behaviour incidents during break/lunch and increased positive engagement reported by lunchtime staff. • Club and competition registers – showing increased participation from across all year groups and specific target groups (e.g., girls, SEND pupils). • Staff CPD evaluations – feedback forms, lesson observations, and confidence audits pre- and post-training. • Pupil voice surveys – attitudes towards PE, clubs, and activity levels before and after initiatives. • Lesson observations and learning walks – evidence of improved quality and consistency in PE delivery. • Assessment records – tracking pupils' physical development, skill acquisition, and fitness levels over time. • Photos, videos, and case studies – showcasing pupil engagement and key events (sports day, festivals). • Behaviour and wellbeing data – number of incidents recorded during physical activity sessions, or qualitative feedback from pastoral staff.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Increased Participation and Enjoyment: A wider range of inclusive sports and extra-curricular activities has led to increased participation from all pupils, including those from disadvantaged backgrounds and with SEND. Children now show greater enthusiasm and engagement in physical activity both during and outside of PE lessons. • Improved Teacher Confidence and Skill: Investment in high-quality CPD and a structured PE scheme (e.g., GetSet4PE or REAL PE) has improved teacher subject knowledge, confidence, and consistency in delivery. This ensures that even without external coaches, high standards of PE can be maintained. • Sustainable Play and Active Breaks: Structured playground zones and new equipment have created lasting changes in how children engage during playtimes and lunchtimes. Midday staff and play leaders have been trained to run activities, supporting sustained daily physical activity and reducing behaviour incidents. • Legacy Through Resources: Quality PE equipment and curriculum resources purchased this year will benefit future cohorts. Teachers are now better equipped to deliver varied, progressive lessons across all year groups. • Pupil Leadership Development: The introduction of sports leaders/playground buddies has encouraged responsibility and leadership among upper KS2 pupils, a programme that is now embedded annually into the curriculum and can be maintained without additional funding. • Long-Term Cultural Shift: The school has embedded physical activity into its ethos. PE is no longer seen as a standalone subject but is now part of a whole-school approach to wellbeing and holistic development. This cultural shift supports the long-term sustainability of physical education and healthy lifestyles across the school community. 	<ul style="list-style-type: none"> • Pupil Voice Surveys: Termly surveys showed an increase in pupil enjoyment and confidence in PE. Children reported feeling more included and said they were trying new sports for the first time. • Teacher Feedback: Staff CPD evaluations and informal feedback highlighted increased confidence in delivering PE lessons, especially after engaging with a structured scheme and specialist coaching. • Attendance Data: Club registers showed increased participation in extra-curricular sports, including by children eligible for Pupil Premium and those with SEND. Waiting lists formed for several clubs, showing high demand. • Behaviour Logs: A reduction in playtime behaviour incidents was recorded following the introduction of structured playground activities and trained sports leaders. • Lesson Observations and Learning Walks: SLT and subject leader monitoring identified improved lesson structure, differentiation, and pupil engagement across year groups. • Competition Participation Records: The school entered more inter-school competitions compared to previous years. Children performed better and progressed further, including placing in local borough finals. • Photographs and Newsletters: Visual evidence from events, competitions, and sports days was shared with parents via newsletters, websites, and social media, demonstrating the breadth of opportunities offered. • Assessment Data: Internal tracking of PE attainment showed improved skill progression across key stages. Teachers used assessment tools from the PE scheme to monitor and plan for next steps. • External Validation: Positive feedback from sports coaches, competition organisers, and local partnerships (e.g., School Sports Partnership or Borough PE network) confirmed quality provision and strong engagement.