PE Funding Evaluation Form

Commissioned by

Department for Education

Created by

association for Physical Education

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.

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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?
Most successful competitive sporting year yet in terms of achievement. High level of participation in competitive sporting opportunities. Children across a range of year groups attended a variety of sporting events including gymnastics, football, dodgeball, athletics. Learning walks / staff survey conducted shows confidence teaching PE across Key Stages. Get Set 4 PE is embedded within PE lessons and allows teachers to structure PE lessons in the most effective way. Increased physical activity at lunch time due to improvement of the Playleaders scheme and auditing resources. Investing in PE equipment around the school to make PE sustainable whilst also raising the profile of PE across the school.	Highest achieving sporting year in terms of numbers of events won and participated in. Majority of the Y6 class received a certificate as part of celebration assembly. Children spoke very positively about sport at this school including both their PE lessons and extracurricular activities attended. Improved concentration in lessons based on more physical activity during play and lunchtime. Children excited to take part in activities. PE lessons are well resourced to support all learners and ensure high quality teaching of PE. Opportunities for children to sustain participation as well as increasing variety of sports available in school.	Ensure equal opportunity for higher participation in a range of events – by the end of year ALL Y6 children to have had the chance to represent the school. Continue to embed assessment in PE using the head, heart and hands criteria. CPD to be delivered to increase teacher's confidence with this method and shared success criteria with children. Continue to invest in Wellbeing Day workshops to provide all children with wider experiences and form links with the community.	Teacher survey highlighted higher training needs for assessment and understanding what greater depth looks like in PE. This has been touched on before but needs to continue to be embedded this academic year. Children thrive during Wellbeing Days and could extend this further by enriching the activities with workshops.

Intended actions for 2025/26

KP1:	Implementation	Allocation
KPI1: Engagement of all pupils in regular physical activity **Aim:** Provide a range of activities throughout the school year as well as accessible physical activities during free times to increase the number of active minutes per day.	Repair and replacement of playground and PE equipment - £1563 Playground leaders audit and update of equipment - £274 EYFS equipment update - £300 Improving lunchtime and afterschool offering - £230	Estimated 20% of overall budget
KPI2: Profile of PESSPA raised across the school as a target for whole school improvement: **Aim:** Promote PE and whole school sport across all year and the wider school community.	Netball post mats £480 Safety check and repair of equipment throughout the year - £700 Sports Day equipment - £124	Estimated 20% of overall budget
KPI3: Increased knowledge and skills of staff teaching PE **Aim:** To focus on assessment within PE lessons to ensure all children are able to make appropriate progress and assessment is being used to effectively build on learning.	Get Set for PE - £700 Sports Coach - £6000 CPD – As part of School Games membership	Estimated 35% of overall budget
KP14: Broader experience of a range of	Marcel workshop - £330	Estimated 10% of overall budget

Intended actions for 2025/26

sports and activities offered to pupils **Aim:** To provide alternative sporting experiences through community sporting links to sustain participation.	Wellbeing workshop 2 - £450 Wellbeing workshop 3 - £180 World book day workshop - £250 Climbing wall - £1275 Pipers Vale Gymnastic experience - £1929 Wimbledon subsidiary - £350	
KPI5: Increase participation in competitive sports **Aim:** Develop a calendar of events that demonstrates opportunities for all young people to participate in meaningful and appropriate experiences.	Schools Games Membership - £725 IPSSA - £50 Supply cover for fixtures / events - £800 Wimbledon cover - £800 Dodgeball event - £70 Engraving - £50	Estimated 15% of overall budget

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?
Embedding inclusive sporting opportunities for all children – Continued access to a broad range of sporting experiences, including workshops, climbing activities, and gymnastics sessions, will ensure that all pupils regularly participate in physical activity, develop confidence, and maintain a positive attitude towards sport. **Sustaining a strong sporting culture and competitive pathway** – Ongoing participation in competitions and sporting events will continue to develop pupils' skills, resilience, teamwork, and confidence. Providing regular opportunities, including ensuring all Year 6 pupils experience multiple events, will maintain engagement and progression in competitive sport. **Maintaining high-quality resources to support active lifestyles** – Continued investment in and effective use of high-quality equipment will provide sustainable opportunities for pupils to be physically active throughout the school day, supporting improvements in fitness, skill development, and participation beyond PE lessons. **Building strong physical foundations from the early years** – A continued focus on EYFS physical development will ensure fine and gross motor skills are embedded from an early age. This will support children's long-term physical development, confidence, and readiness to engage in sport throughout their school journey.	**Evidence of impact:** Increased participation records showing more children engaging in sporting activities, pupil voice demonstrating increased enjoyment and confidence in sport, and tracking showing a wider range of pupils accessing different physical activities. **Evidence of impact:** Competition registers showing sustained participation, increased numbers of pupils representing the school, improved sporting achievements, and pupil feedback showing greater confidence and motivation to take part in competitive events. **Evidence of impact:** Regular monitoring showing equipment is being used effectively, increased levels of physical activity during playtimes and PE lessons, improved engagement in lessons, and staff feedback confirming resources support high-quality physical activity opportunities. **Evidence of impact:** EYFS assessment data showing improved physical development outcomes, observations of children demonstrating stronger coordination and movement skills, increased confidence in physical activities, and progression in motor skills as children move through school.

Actual impact/sustainability and supporting evidence