

PE Funding



Images courtesy of Youth Sport Trust

Evaluation Form

Commissioned by



Department
for Education
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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 2025

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?
Delivered targeted CPD (e.g., dance, games and athletics coaching), and used the GetSet4PE subscription.	Through earning walk and teacher voice we have established that staff confidence has improved which has led to improved PE lesson quality.
Pupil engagement - School Council led children in selecting appropriate and diverse equipment to allow year 2 play leaders to create structured games during lunchtime.	Increased engagement at break times; observations from staff.
Physical activity increased due to weekly participation in forest schools activities. Staff qualified to deliver forest schools.	Children display more resilience over the year by taking part in weekly sessions. Positive feedback via pupil and parent surveys.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To increase engagement to lunchtime activities</p> <p>Broader experience of a range of sports and activities offered to all pupils.</p> <p>Staff confidence to deliver high quality PE provision is further developed.</p>	<p>Nominate Year 2 Play Leaders to work with peers and staff, ensuring pupil voice shapes the choice of lunchtime activities.</p> <p>Appoint an Active Play Leader to ensure all children, including those with SEND, are supported in accessing inclusive and engaging play opportunities.</p> <p>Participation in infant sports events externally and with local schools. Opportunities to explore new sports are developed with inside and outside providers.</p> <p>Resubscribe to Get Set for PE Use of external sports coaches to facilitate team teaching to existing staff.</p>

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?
<p>Staff will deliver progressive, inclusive PE lessons confidently. Resources (GetSet4PE, CPD) will support sustainability.</p> <p>Increased movement and engagement during lessons and breaktimes, embedded through peer-led play and active classrooms.</p> <p>PE celebrated as a core part of school culture, inspiring greater pride and participation.</p> <p>Pupils exposed to sports beyond the standard curriculum; long-term engagement encouraged.</p> <p>Participation in competitive sports fosters resilience, teamwork, and pride. Strong school-club links formed.</p>	<ul style="list-style-type: none"> • Pupil surveys • Staff feedback • Attendance at extra-curricular activities /competitions/events • CPD logs • HT monitoring reports • Photos and display boards

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Our staff (both teaching and TAs) understand how the activities planned and delivered throughout Forest School sessions, support the development of skills that can be used across the curriculum. We understand how to use our forest school area in an effective and purposeful way, whilst maintaining awe and wonder and fun!</p> <p>There has been a noticeable improvement in staff confidence, knowledge, and skills in delivering PE and sport. Increased team teaching and active staff participation have been observed throughout the year. Staff have benefited from support provided by sports coaches, particularly in assessing pupils' skills and identifying ways to support those with gaps in their development.</p> <p>Pupils demonstrate a clear understanding of the skills required for different sports, and levels of engagement, behaviour, and overall skill development have remained strong. By the end of KS1, children leave our school having retained and extended their sporting skills and knowledge.</p>	<p>Governors and HT have observed Forest School sessions in action and all children are engaged and participate, regardless of ability or additional needs. Our Forest School Leaders ensure the children develop the necessary skills with enthusiasm - staff and pupils regard it as a highlight of the school week.</p> <p>Observations by the PE Lead indicate that staff confidence in delivering PE lessons has increased as a result of working alongside sports coaches.</p> <p>Tracking data shows that pupils are making strong progress, demonstrating both skill development and retention of key knowledge.</p>