

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 2023/24.
- 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?
Provision of specialist sports coaches to train staff.	All children had access to specialist sports coach who delivered quality lessons. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Teaching staff have increased their confidence, knowledge and skills. Pupils had access to a wider range of sporting activities. Staff are trained to deliver PE lessons on sports they haven't taught before.		
Taking part in area sports competitions.	All children from KS1&2 have attended at least one inter school local area event this year.		
Whole school intra school sports day from Reception - Y6.	Whole School Sports Day in collaboration with UK Sports. All children involved in a range of activities in house groups. Focus was on team work, inclusion and participation.		
Use of PE scheme to ensure progression and coverage of the National Curriculum	PE coordinator has mapped out the PE provision to ensure a broad range of		

Review of last year 2024-25

objectives and to support staff in their teaching of PE.	sports and activities across the year groups and key stages including EYFS. Audits conducted show clear progression within sport areas across the year group.		
Y4 children to have weekly forest school sessions in the summer term.	Teaching staff shadowed forest school leaders to enhance their knowledge. Children developed team building, problem solving and independence.		

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>Provision of forest weekly forest school sessions to build self-esteem, develop team-work and focus on the OAA objectives specified in our LTP for PE and our '11 things to do before 11.'</p> <p>Whole school intra school sports day from Reception - Y6.</p> <p>To ensure children have regular opportunities to take part in competitive sports, both through inter and intra events and opportunities.</p> <p>Continue to pay for the PE scheme to ensure progression and coverage of the National Curriculum objectives and to support staff in their teaching of PE.</p> <p>Swimming additional provision.</p> <p>Audit and update PE equipment</p>	<p>Training for staff - ongoing Access planning from Get Set for PE to support provision and share with staff leading Staff to lead training of TAs to upskill.</p> <p>Staffing, groupings, organize equipment, use of sports leaders.</p> <p>Renew membership to area sports cluster Allocation of TA to take children to events PE lead to share intent weekly with parents PE lead to attend collaborative area sport meeting to help plan and shape the provision provided to all local schools in the cluster</p> <p>Continue to use Get set 4 PE scheme and share LTP with staff for mixed age classes. PE lead to conduct audits, learning walks and pupil voice PE lead to provide access for new staff teaching PE PE lead to provide training for new staff</p> <p>Swimming lessons for year 3/4 Allocate staff to take children to swimming</p> <p>Complete audit of current equipment. Order new/replacement equipment where necessary Match equipment requirements to whole school LTP using Get Set 4 PE</p>

Intended actions for 2025-26

resources/planning.
Ensure equipment is maintained.

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>Forest School trained staff will model best practice, this will allow them to train TAs to actively support children during forest school with a focus on inclusion and SEND.</p> <p>The completion of ongoing training and training tasks will have a positive impact on the provision of Forest School, the environment provided for the children and the opportunities offered.</p> <p>Teaching staff will be able to develop their skills year on year.</p> <p>All EYFS and KS1 children will access the Forest School provision.</p> <p>Children with SEND will access the provision and be fully supported to experience the opportunities on offer.</p> <p>Health Champions will be equipped to lead assemblies and activity mornings for the whole school.</p> <p>Sports playground leaders will be equipped and able to run weekly KS1 sports sessions at dinner time.</p> <p>All children from KS2 will attend at least 2 inter school local area event.</p> <p>A number of KS1 and EYFS children will have the opportunity to attend inter school events.</p>	<p>Pupil voice</p> <p>Observations and feedback from staff</p> <p>Lesson planning/adaptations/annotations and lesson feedback forms</p> <p>Pupil voice and feedback after each event</p> <p>Sign up sheets for events to demo interest</p> <p>Evidence of leadership through plans and photographs of events/activities lead by children.</p> <p>Sports Tracker</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?