

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 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 2026 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?
1. Improve the inter and intra competitions to make sure the children have a purpose going to competition.	Participation records show an increase in the number and diversity of pupils representing the school. More children engaged in competitive sport, with targeted groups attending events and festivals. Pupil voice highlighted increased confidence, enjoyment and enthusiasm for PE and school sport. Staff observed improved teamwork, resilience and sportsmanship.	As participation has grown, there is an opportunity to expand the range of competitive experiences available and provide even more leadership and festival opportunities for pupils.	Feedback from pupils and staff shows high levels of engagement and enthusiasm, with increasing demand for additional competitions and sporting events throughout the year.
2. To increase staff confidence and subject knowledge through CPD and PE planning resources.	Staff surveys and lesson observations show improved confidence in delivering PE. Teaching is more consistent across the school, with lessons providing greater challenge and progression. Staff are more confident adapting activities to meet the needs of all pupils, leading to greater levels of engagement and skill development.	Continue to build staff expertise by extending CPD into specialist areas such as gymnastics and assessment, ensuring sustained high-quality provision across all year groups.	Staff feedback has been overwhelmingly positive, with colleagues identifying a desire for further professional development to continue enhancing teaching and learning.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
1. To increase staff confidence and subject knowledge through CPD and PE planning resources. 2. Maintain the inter and intra competitions to make sure the children have a purpose going to competition. 3. Improve the outdoor play provision for children.	• Deliver regular CPD through the School Sports Partnership and specialist coaches. • Continue to provide high-quality PE planning resources to ensure consistency across all year groups. • Use team teaching, lesson observations and peer support to develop staff confidence. • Monitor staff confidence through audits and adapt CPD to meet identified needs. Develop a year-round programme of intra-school competitions linked to curriculum learning. • Enter a wide range of School Games and local competitions to provide progression opportunities. • Continue to target less-active pupils, SEND pupils and disadvantaged children to ensure equitable participation. • Track participation to ensure as many pupils as possible represent the school throughout the year. • Purchase additional playground equipment to encourage active and inclusive play at break and lunchtime. • Develop activity zones to promote a variety of physical activities. • Train Playground Leaders/Sports Leaders to organise inclusive games and support younger pupils. • Monitor pupil engagement through observations and pupil voice to ensure equipment meets children's needs.

Intended actions for 2025/26

4. Continue to raise the profile of sport and P.E in school.

- Celebrate sporting achievements through assemblies, newsletters, social media and the school website.
- Promote participation in clubs, competitions and whole-school sporting events.
- Organise themed activity weeks and enrichment opportunities to inspire lifelong participation in physical activity.
- Continue to work towards maintaining the School Games Mark by embedding inclusive, high-quality PE and school sport across the 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?
1. To increase staff confidence and subject knowledge through CPD and PE planning resources. 2. Maintain the inter and intra competitions to make sure the children have a purpose going to competition. 3. Improve the outdoor play provision for children.	• Staff voice surveys showing increased confidence in delivering high-quality PE. • Monitoring of PE lessons (observations/learning walks) demonstrating improved teaching practice. • Evidence of staff engagement in CPD (attendance records, feedback forms). • Consistent use of high-quality PE planning and progression documents across year groups. • Improved pupil outcomes and skill progression in PE assessments. • Increased participation rates in intra- and inter-school competitions, including targeted groups (e.g. SEND, disadvantaged pupils). • Competition registers, fixture lists and results recorded over the year. • Pupil voice showing enjoyment, motivation and understanding of competition. • Evidence of regular intra-school events (house competitions, festivals). • Audit and development of playground equipment and resources. • Increased engagement in active play during break and lunchtime observed through monitoring. • Reduction in low-level behaviour incidents during unstructured times. • Pupil voice indicating increased enjoyment and participation in outdoor play.

Expected impact and sustainability will be achieved

4. Continue to raise the profile of sport and P.E in school.

- Regular sharing of PE and sport achievements in assemblies, newsletters and on the school website.
- Increased uptake of extracurricular clubs across all year groups.
- Visible promotion of PE through displays, notice boards and celebration events.
- Strong links with local clubs and community sports providers.
- Positive feedback from pupils, parents and governors on the school's sporting provision.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Increase staff confidence and subject knowledge through CPD and PE planning resources • Staff demonstrate increased confidence when teaching PE and are more consistent in lesson delivery. • High-quality PE teaching is embedded across all year groups. • Staff are able to use shared planning effectively, ensuring progression of skills. • CPD has built long-term capacity within the staff team rather than reliance on external providers. Maintain inter and intra competitions to ensure children have a purpose when competing • Increased pupil participation in competitive sport across all key groups. • Children show improved understanding of teamwork, rules and sportsmanship. • A culture of good/ fair competition is embedded within the school. • Opportunities are sustainable through annual calendars and established links with partnerships (NT sport & Andrew Cartwright).	• Staff questionnaires/surveys showing improved confidence levels. • Lesson observations and learning walk notes highlighting improved teaching. • CPD attendance records and evaluations. • lesson resources used consistently across school. Registers and records of participation in intra- and inter-school competitions. Competition calendar and fixture lists. Pupil voice demonstrating enjoyment and engagement. Photographs, newsletters and website posts celebrating events. Tracking of vulnerable groups' participation (e.g. SEND, PP).

Actual impact/sustainability and supporting evidence

3. Improve the outdoor play provision for children

- Increased levels of physical activity during break and lunchtime.
- Children are more engaged in purposeful play.
- Improved behaviour and fewer incidents during unstructured times.
- Sustainable use of equipment and structured activities led by staff or play leaders.

- Playground observations and monitoring records.
- Behaviour logs showing reduction in incidents.
- Pupil voice feedback on playtimes.
- Audit of equipment and records of new resources purchased.
- Play leader timetables.

4. Continue to raise the profile of sport and PE in school

- PE and sport are highly visible and valued across the school.
- Pupils take pride in representing the school at events.
- Stronger links with community sports clubs ensure ongoing opportunities.

- Club registers showing uptake across year groups.
- Website updates, newsletters and social media posts.
- Assembly records celebrating sporting achievements.
- Displays within school promoting PE and sport.
- Feedback from pupils, parents and governors.
- Sports week linked to diversity and geography