

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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?
High-quality PE provision across the school: All classes received weekly PE lessons delivered by qualified sports coaches. This ensured consistency and progression in skill development across year groups. Increased engagement and enjoyment in physical activity: Pupil voice feedback and observations show high levels of enthusiasm for PE lessons, particularly when taking place in the woods and the swimming lessons. Enrichment and variety through termly Sports Enrichment Days: Our termly sports enrichment days introduced pupils to a wider range of sports and physical challenges (e.g., archery, dance workshops, team-building activities). These events were well-attended and positively received.	Pupil voice surveys and informal feedback show increased enjoyment and participation in PE and enrichment activities. Children have expressed an enjoyment for the Sports Enrichment Days, swimming lessons that took part in Autumn term and GLOW Days on their end of year reflections. Involvement of pupils in new sports is increased with 100% of children present taking part, including those with additional needs.	Limited intra-school competition opportunities: While enrichment days were successful, there were few structured competitive sports events between classes or year groups than originally planned. Inconsistent teacher confidence in delivering PE independently: Although coaches deliver weekly lessons, some staff still lack confidence or CPD in leading high-quality PE themselves, which limits sustainability. Travel barriers to wider sporting opportunities: Due to our rural location, accessing inter-school sports events or clubs off-site remains a challenge and limits exposure to competitive sport beyond school.	Sports day was the only intra school competitive event that took place. Discussions at staff meetings identified the need to strengthen opportunities for teachers to develop their teaching of PE ability Parent and pupil feedback noted a desire for more competition and external events. Budget review highlighted the significant cost of transport as a barrier to off-site events.

Review of last year 2024/25

Forest school sessions embedded physical activity into wider curriculum: Weekly outdoor learning opportunities supported physical development, particularly for younger pupils and those less confident in traditional sports settings. Inclusive opportunities for all pupils: Children of all abilities, including those with SEND, actively participated in physical activities due to adapted approaches and differentiated tasks provided by coaches and staff.	Observations by staff and during PE lessons and forest school sessions recognise high engagement and improved teamwork and physical skills. All children take part in PE lessons, Sports Enrichment Days, GLOW Days, swimming lessons and as a school we attend competitions specifically for children with SEND. Eg. Boccia. Fun Fit sessions are led by a member of staff daily to provide additional physical activities to children with SEND.		
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Intended actions for 2025/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Sustain and enhance high-quality PE provision across the school	- Continue to employ specialist sports coaches to deliver weekly PE sessions for every class. - Ensure coaches work closely with teachers to build staff confidence and share good practice. - Monitor lesson quality and progression through learning walks and pupil voice.
Broaden the range of sports and physical activities available to pupils	- Plan and deliver termly sports enrichment days introducing less familiar sports (e.g. archery, boccia, dance styles, outdoor challenges). - Offer after-school clubs with a rotating focus on different sports and activities across the year. - Use pupil voice to shape club and enrichment offerings.
Develop competitive sport opportunities (intra- and inter-school)	- Introduce half-termly intra-school competitions (orienteering) between year groups. - Join or maintain links with local school sports partnerships or competitions. - Investigate transport options to allow participation in inter-school festivals and tournaments.
Increase staff confidence and subject knowledge in PE	- Provide CPD opportunities linked to key areas of need identified in staff surveys (e.g. gymnastics, assessment, inclusive PE). - Facilitate team teaching with coaches and support from subject lead. - Create and share planning resources to ensure progression and consistency.

Intended actions for 2025/27

Promote physical activity and wellbeing beyond PE lessons

- Continue weekly forest school sessions with an active, outdoor focus.
- Incorporate short, active breaks and daily movement into classroom routines (e.g. go noodle).
- Use assemblies and displays to promote active lifestyles and celebrate sporting achievements.

Ensure inclusivity and access for all pupils

- Audit participation data to ensure all groups are engaged, including less active pupils and those with SEND. (Use of Insight)
- Provide targeted support and adapted resources where needed.
- Promote inclusive sports during enrichment days and clubs (e.g. seated volleyball, sensory trails).

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?
Increased physical competence, confidence and enjoyment across all pupils	- Pupil voice surveys show positive attitudes to PE and physical activity. - Observations show improved skill levels, teamwork, and participation. - PE assessments and lesson records demonstrate progression across year groups.
Sustained delivery of high-quality PE provision	- Specialist coaches continue to deliver well-structured lessons aligned with the curriculum. - Teachers observe and co-deliver sessions, building long-term capacity and confidence. - Monitoring shows consistency and progression across the school.
Broader curriculum and extracurricular offer	- Enrichment days and clubs introduce new sports and increase pupil engagement. - Club registers show uptake from a wider range of pupils. - Feedback from pupils highlights enjoyment and exposure to new opportunities.
Improved teacher confidence and subject knowledge	- Staff CPD evaluations show increased confidence in delivering PE independently. - More staff independently plan and lead physical activities.
Greater participation in competitive and inclusive sport	- Increased number of intra-school competitions logged on school calendar. - Participation records show broader representation in inter-school events. - Feedback from pupils and staff highlights improved teamwork, resilience, and sportsmanship.
Long-term positive attitudes to physical activity and wellbeing	- Active learning strategies embedded across the curriculum. - Forest school activities support physical development and wellbeing.

Expected impact and sustainability will be achieved

Provision sustainable beyond funding

- Evidence from class timetables, lesson plans, and case studies of individual pupils.
- Teachers increasingly confident to deliver PE without external support.
- Planning resources and curriculum maps embedded and shared.
- Subject lead maintains clear overview, supports staff and continues quality assurance.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Consistent delivery of high-quality PE across the school	Weekly PE sessions delivered by sports coaches and teachers ensure all children receive progressive, structured physical education. Teachers observe and support delivery, leading to increased understanding of PE curriculum expectations.
Increased pupil engagement and enjoyment in physical activity	Pupil voice surveys and informal feedback show children enjoy PE and enrichment activities, and are more willing to try new sports and physical challenges. Forest school sessions are particularly effective at engaging less active pupils.
Wider range of physical activities available to pupils	Termly enrichment days, after-school clubs and forest school sessions provide pupils with access to activities beyond the standard curriculum. Registers show good uptake across year groups, including pupils who do not usually attend sports clubs.
Improved staff confidence in PE delivery	Staff CPD opportunities and team-teaching with coaches have led to increased teacher confidence. Informal feedback, staff surveys and improved quality of lesson planning indicate a more sustainable approach.
Foundation for long-term sustainability	Teachers are now more involved in PE planning and delivery. The school has a progression map and resources in place to support staff as external funding reduces. The PE subject lead monitors provision and supports staff development.
Inclusive approach ensures all pupils can access PE	Lesson observations and pupil feedback show that children with SEND or low confidence are supported effectively. Adapted resources and inclusive activities (e.g. forest school, Fun Fit) have enabled full participation.