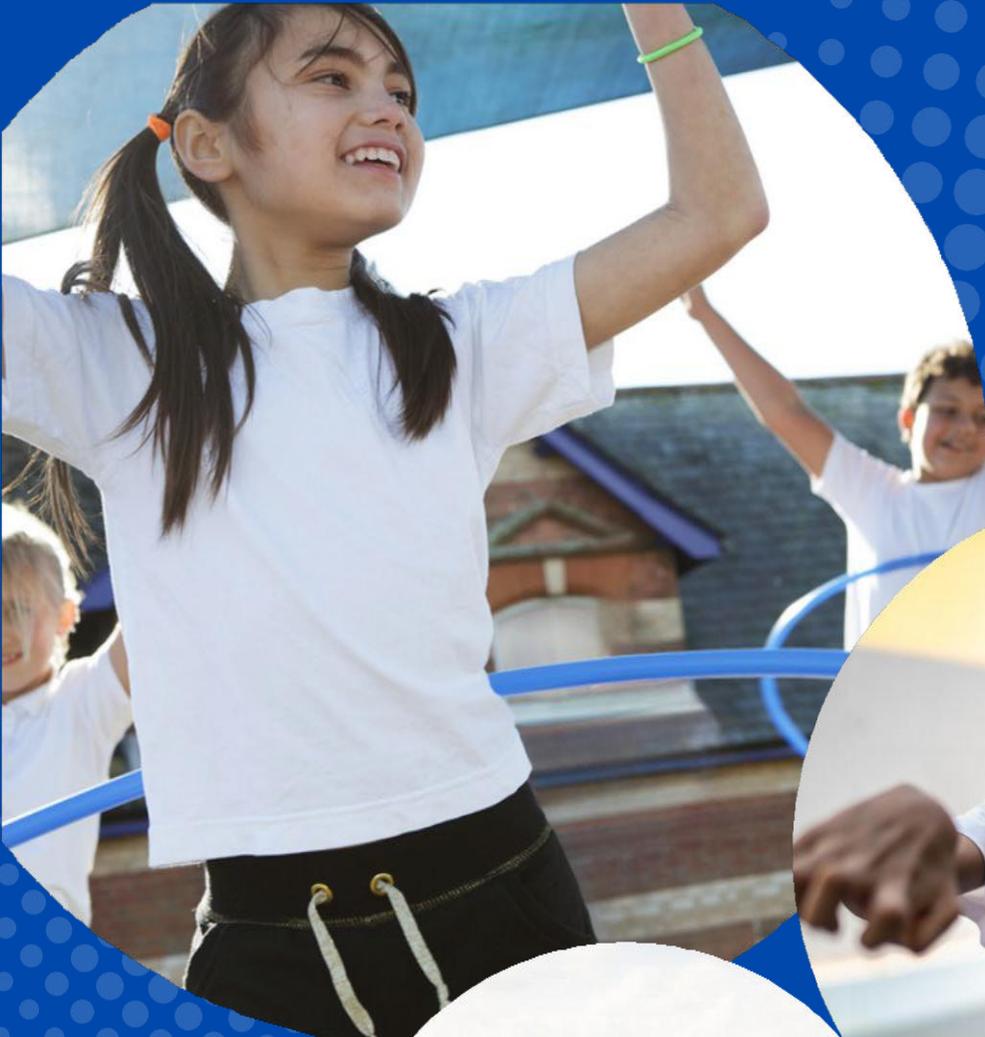


# PE Funding Evaluation Form



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 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 2024/25

**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?
<ul style="list-style-type: none"> <li>• High Participation in Clubs: Lunch and after-school clubs were well-attended across all year groups, including pupils with SEN and those eligible for pupil premium.</li> <li>• Inclusive Sports Interventions: Targeted support helped children improve concentration, self-esteem, and perseverance, contributing to better academic outcomes.</li> <li>• Effective Use of PE Passport Scheme: Teachers gained confidence in delivering high-quality PE lessons with clear skill progression and assessment tools.</li> <li>• Staff CPD and Development: PE leads and teaching staff received relevant training, improving subject knowledge and lesson quality.</li> <li>• Top-Up Swimming Provision: Additional swimming sessions helped weaker swimmers improve stamina and technique.</li> <li>• Competitive Sport Engagement: Pupils participated in tournaments, boosting motivation and encouraging wider involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent Club Attendance: Registers showed high and sustained participation, with increased involvement from less active pupils.</li> <li>• Positive Feedback from Coaches and Staff: Reports highlighted improved fitness, technique, and engagement in sports clubs and interventions.</li> <li>• Teacher Confidence and Lesson Quality: Staff reported ease of use and effectiveness of the PE Passport app, with improved lesson planning and assessment.</li> <li>• CPD Outcomes: Staff meetings and training sessions led to updated practices and increased confidence in teaching PE.</li> <li>• Swimming Teacher Reports: Noted progress in swimming ability and fitness, especially among those receiving intervention.</li> <li>• Pupil Voice and Tournament Success: Children shared their experiences and achievements, inspiring others to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming Outcomes Below National Expectations: Only 60% of Year 6 pupils could swim 25 metres confidently, and just 46% used a range of strokes effectively.</li> <li>• Rising Costs of Swimming Provision: Increased expenses made it challenging to sustain top-up swimming sessions without additional budget support.</li> <li>• Equipment Damage and Loss: Some equipment required frequent replacement or repair, indicating potential issues with usage or storage.</li> </ul>	<ul style="list-style-type: none"> <li>• Swimming Data: The report shows Year 6 swimming attainment below expected levels, despite interventions.</li> <li>• Budget Notes: The school acknowledged the rising cost of swimming lessons and the need to use core budget to maintain provision.</li> <li>• Regular Equipment Checks: Staff and PE coaches identified missing or damaged items, prompting purchases and repairs throughout the year.</li> </ul>

## Intended actions for 2025/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><b>1. Expanding Free Extra-Curricular Sporting Activities</b> To significantly increase pupil participation in physical activity by offering a wider range of free, inclusive, and engaging sports clubs accessible to all pupils, particularly those from disadvantaged backgrounds.</p> <p><b>2. Enhancing Intra and Inter-School Sports Competitions</b> To foster a culture of healthy competition, teamwork, and school pride by increasing opportunities for pupils to participate in structured sports competitions both within school and with other schools.</p> <p><b>3. Significant Investment in Sports Equipment</b> To improve the quality and safety of PE lessons and clubs by upgrading and expanding the range of sports equipment available, ensuring all pupils have access to appropriate resources.</p>	<ul style="list-style-type: none"> <li>• Allocate a substantial portion of Sports Premium funding to cover staffing, equipment, and resources for free clubs.</li> <li>• Recruit and train volunteers and staff to run clubs across a variety of sports and year groups.</li> <li>• Use pupil voice surveys to identify preferred sports and tailor club offerings accordingly.</li> <li>• Promote clubs through assemblies, newsletters, and direct communication with families.</li> <li>• Ensure targeted support for SEN and pupil premium pupils to attend and benefit from these activities.</li> </ul> <ul style="list-style-type: none"> <li>• Establish a termly calendar of intra-school competitions across key stages.</li> <li>• Partner with local schools and sports networks to organise regular inter-school tournaments.</li> <li>• Invest in transport and logistics to ensure all pupils can attend external events.</li> <li>• Create leadership roles for older pupils to help organise and officiate events.</li> <li>• Celebrate achievements through assemblies, newsletters, and displays to raise the profile of competitive sport.</li> </ul> <ul style="list-style-type: none"> <li>• Conduct a full audit of current equipment to identify gaps, damage, and areas for improvement.</li> <li>• Purchase new equipment aligned with curriculum needs and pupil interests (e.g. for new sports introduced via clubs or competitions).</li> <li>• Schedule regular maintenance and servicing checks to ensure safety and longevity.</li> <li>• Provide differentiated equipment to support skill progression across all abilities.</li> <li>• Allocate funding for storage solutions to protect equipment and reduce loss/damage.</li> </ul>

## Intended actions for 2025/26

### 4. Curriculum Planning and Staff Development

To ensure high-quality PE teaching through improved curriculum planning, assessment, and staff confidence in delivering engaging and progressive lessons.

- Continue using and investing in the PE Passport scheme or similar platforms to support planning and assessment.
- Provide targeted CPD for staff, focusing on skill progression, inclusive practice, and assessment strategies.
- Facilitate peer observations and modelling of high-quality PE lessons.
- Use pupil and staff voice to evaluate the effectiveness of the curriculum and make adjustments.
- Align PE curriculum with whole-school priorities such as wellbeing, literacy, and numeracy links.

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><b>1. Free Extra-Curricular Sporting Activities</b></p> <p><b>Intended Impact</b></p> <ul style="list-style-type: none"> <li>• Increased physical activity levels across all year groups.</li> <li>• Greater inclusion of disadvantaged and less active pupils.</li> <li>• Improved physical health, social skills, and engagement in school life.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Use of volunteers and existing staff to run clubs.</li> <li>• Embedding clubs into the school culture and timetable.</li> <li>• Continued use of pupil voice to shape offerings.</li> </ul> <p><b>2. Intra and Inter-School Sports Competitions</b></p> <p><b>Intended Impact</b></p> <ul style="list-style-type: none"> <li>• Enhanced motivation, teamwork, and school pride.</li> <li>• Development of competitive skills and resilience.</li> <li>• Broader exposure to different sports and formats.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Establishing annual competition calendars.</li> <li>• Building partnerships with local schools and sports networks.</li> <li>• Training older pupils to support event organisation.</li> </ul> <p><b>3. Investment in Sports Equipment</b></p> <p><b>Intended Impact</b></p> <ul style="list-style-type: none"> <li>• Improved lesson quality and safety.</li> <li>• Greater access to differentiated and inclusive PE activities.</li> <li>• Enhanced skill development and engagement.</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>• Regular equipment audits and maintenance schedules.</li> </ul>	<p><b>How Will You Know?</b></p> <ul style="list-style-type: none"> <li>• Monitor attendance registers and demographic breakdowns.</li> <li>• Collect pupil and parent feedback.</li> <li>• Observe improvements in behaviour, engagement, and wellbeing.</li> </ul> <p><b>Expected Evidence</b></p> <ul style="list-style-type: none"> <li>• Club registers showing increased and diverse participation.</li> <li>• Pupil voice surveys and feedback forms.</li> <li>• Staff observations and case studies.</li> </ul> <p><b>How Will You Know?</b></p> <ul style="list-style-type: none"> <li>• Track number and variety of competitions held.</li> <li>• Monitor pupil participation and progression.</li> <li>• Gather feedback from pupils, staff, and partner schools.</li> </ul> <p><b>Expected Evidence</b></p> <ul style="list-style-type: none"> <li>• Competition records and participation logs.</li> <li>• Photographs, reports, and celebration assemblies.</li> <li>• Feedback from pupils and staff.</li> </ul> <p><b>How Will You Know?</b></p> <ul style="list-style-type: none"> <li>• Monitor lesson delivery and pupil engagement.</li> <li>• Track equipment usage and condition.</li> <li>• Review staff feedback on resource adequacy.</li> </ul> <p><b>Expected Evidence</b></p> <ul style="list-style-type: none"> <li>• Equipment audit reports.</li> </ul>

## Expected impact and sustainability will be achieved

- Long-term investment in durable, multi-use resources.
- Staff training on equipment use and care.

### 4. Curriculum Planning and Staff Development

#### Intended Impact

- Consistent, high-quality PE teaching across all year groups.
- Clear skill progression and assessment.
- Increased staff confidence and subject knowledge.

#### Sustainability

- Continued use of PE Passport or similar platforms.
- Ongoing CPD and peer support.
- Integration of PE into whole-school development plans.

- Staff feedback and PE lesson observations.
- Reduced incidents of equipment-related disruption.

#### How Will You Know?

- Review planning and assessment records.
- Conduct staff and pupil voice surveys.
- Observe lessons and track pupil progress.

#### Expected Evidence

- PE Passport usage data and assessment records.
- Staff CPD logs and feedback.
- Pupil progress tracking and lesson observations.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?