

# 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 2025 - 26

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?                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li><b>Lunchtime Activities</b> Sports sessions with coaches and playground leaders boosted playground engagement.</li> <li><b>Teacher Training</b> CPD in Real PE, gymnastics, and dance for new and existing staff.</li> <li><b>PE Coaching</b> PE lessons delivered by a specialist coach.</li> <li><b>After-School Clubs</b> Wide range of clubs open to all pupils.</li> <li><b>Real PE Subscription</b> to support sequenced curriculum planning and delivery.</li> <li><b>Athlete Visit &amp; Fundraiser</b> Zach Jackson inspired students and helped raise funds via a sponsored event.</li> <li><b>Competitive Sports</b> KS1 sports days hosted in other schools to promote participation and fun.</li> </ol> | <ul style="list-style-type: none"> <li>Increased daily physical activity and greater PE involvement.</li> <li>Zones and equipment boosted outdoor engagement.</li> <li>Teacher confidence grew through PE coach observation.</li> <li>All pupils had club access; more interest seen. Parent chats encouraged further involvement.</li> <li>The visit from a basketball player sparked excitement and enthusiasm—children were inspired and eager to join the sponsored event.</li> <li>KS1 sports days with other schools were well-attended and enjoyed.</li> </ul> | <p>Monitoring of PE lessons by the PE lead was limited and could be more consistent to better support teaching and learning across the school.</p> | <p>Attendance at PE lead hub meetings was prioritised in subject leader release time</p> |

## Intended actions for 2026 - 2027

### What are your plans for 2026-2027?

#### Intent

- **Broaden Club Access** Offer inclusive after-school clubs in hockey, football, dance, gymnastics and archery.
- **Host Athlete Event** Invite a motivational speaker and hold a sponsored activity to raise funds for equipment.
- **Enhance PE Delivery** Effective lesson monitoring and CPD.
- **Encourage Competition** Provide engaging opportunities for pupils to enjoy competitive sports.
- **Empower Playground Leaders** Support leaders in promoting healthy play and teaching new games.
- **Daily Activity Challenge** Embed short, active breaks in all classes for health and focus.
- **Boost SEND Participation** Identify and reduce barriers to ensure SEND pupils are fully included in all sports and physical activities.

### How are you going to achieve these plans?

#### Implementation

- Selected pupils will be trained as playground leaders, promoting active, healthy play and sharing new games with peers.
- Staff will observe PE sessions to reflect on strategies, share best practices, and improve consistency.
- All pupils - including those from diverse ethnic backgrounds and with SEND—will be encouraged to aim high and engage fully in sports and physical challenges.
- Pupils will join inter-school competitions led by the PE hub, with an emphasis on participation, enjoyment, and teamwork.
- A sports day and athlete visit will create moments of celebration, challenge, and achievement for every child.
- Pupil participation and progress will be monitored to support resilience, determination, and enjoyment in physical activity.

## 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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>2. Engagement of all pupils in regular physical activity</li> <li>3. The profile of PE and sport is raised across the school as a tool for whole school improvement</li> <li>4. Broader experience of a range of sports and physical activities offered to all pupils</li> <li>5. Increased participation in competitive sport</li> </ol> | <p><b>Pupil Engagement</b></p> <ul style="list-style-type: none"> <li>• More pupils meeting daily physical activity targets.</li> <li>• Increased participation in PE and sports clubs—many at full capacity with waiting lists.</li> </ul> <p><b>Enjoyment &amp; Exposure</b></p> <ul style="list-style-type: none"> <li>• Pupils trying a wider range of sports and activities.</li> <li>• Greater enjoyment and eagerness to explore new activities.</li> </ul> <p><b>Staff Development</b></p> <ul style="list-style-type: none"> <li>• Teachers more confident in delivering quality PE, including dance.</li> <li>• Stronger subject knowledge supports extra pupil activities.</li> </ul> <p><b>Curriculum &amp; Impact</b></p> <ul style="list-style-type: none"> <li>• Lessons are engaging, progressive, and develop fundamental movement and multi-ability skills.</li> <li>• PE has a stronger presence in school, with children learning about physical and mental health.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment informs teaching priorities and professional development.</li> </ul> |

## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | What <b>evidence</b> do you have?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>We aim to see:</b></p> <ul style="list-style-type: none"> <li>• <b>Embedded culture of physical activity:</b> Pupils continue to meet activity goals, showing lasting behaviour change.</li> <li>• <b>Continued club demand:</b> Sustained high interest in sports clubs reflects long-term engagement and enthusiasm.</li> <li>• <b>Confident teaching staff:</b> Improved teacher confidence is leading to consistent delivery of high-quality PE.</li> <li>• <b>Strengthened curriculum:</b> Progressive, engaging PE lessons are now part of the school's core offer.</li> <li>• <b>Ongoing development:</b> Use of assessment ensures needs are identified early and addressed effectively.</li> <li>• <b>Raised profile of PE:</b> Sport and movement are now integral to the school's ethos, with leadership support ensuring continuity.</li> </ul> | <p><b>Evidence will include but is not limited to:</b></p> <ul style="list-style-type: none"> <li>• <b>Pupil participation records:</b> Club attendance sheets, sign-up data, and waiting lists.</li> <li>• <b>Pupil Interview records:</b> Discussions showing increased enjoyment or interest in new sports.</li> <li>• <b>Discussions with staff:</b> Staff report increased confidence in scheme delivery</li> <li>• <b>Lesson observations:</b> Staff confidence, pupil participation, assessment for learning and adaptations made to support pupils with SEND</li> </ul> |