

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.

Review of last year 2024/5

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?
<p>Broader Experience of a Range of Sports and Activities</p> <ul style="list-style-type: none"> By offering a wider variety of sports and physical activities, all pupils were given the opportunity to find something they enjoy, leading to greater enthusiasm and sustained participation. This inclusivity promotes physical literacy and ensures pupils of all abilities and interests can engage meaningfully. The variety also contributed to improved fitness levels, motor skills, and mental well-being, supporting long-term healthy lifestyles. <p>Increased Confidence, Knowledge, and Skills of All Staff in Teaching PE and Sport</p> <ul style="list-style-type: none"> Continued professional development empowers staff with the confidence and competence to deliver high-quality PE lessons. Well-trained teachers are better able to engage all students, adapt lessons to different needs, and promote inclusive participation. This investment in staff skills 	<p>Pupil participation records in different activities and sports</p> <p>Pupil voice about preferences, enjoyment, and confidence in various sports.</p> <p>Curriculum maps and timetables showing the range of activities offered throughout the year.</p> <p>Photos/videos showcasing diverse PE lessons, enrichment days, and after-school clubs.</p> <p>Impact feedback from staff about how CPD has changed their practice.</p> <p>Subject Leader reports and monitoring.</p>		

Review of last year 2024/5

<p>contributes to the sustainability of quality PE provision, as improvements are embedded in everyday teaching practices.</p>			
<p>Increased Participation in Competitive Sport</p> <ul style="list-style-type: none"> Greater access to competitive opportunities fosters teamwork, resilience, and a growth mindset among pupils. It also helps build a sense of achievement and school pride. For many pupils, competition acts as motivation to participate regularly, while for others, it broadens their understanding of fair play and commitment. This can lead to life-long involvement in sport and physical activity. 	<p>Team and competition registers</p> <p>Photos and newsletters highlighting sporting achievements.</p> <p>Pupil feedback on how they feel about representing the school.</p>		
<p>The Profile of PE and Sport is Raised Across the School</p> <ul style="list-style-type: none"> When PE and sport are valued as tools for whole-school improvement, they influence wider outcomes such as behaviour, attendance, and academic achievement. Celebrating sporting successes and embedding physical activity into the school ethos encourages a culture where physical well-being is seen as essential. 	<p>Positive behaviour and attendance linked to physical activity engagement.</p> <p>Cross-curricular links.</p> <p>Pupil engagement data, especially where linked to active learning or improved focus.</p> <p>Assemblies, displays, and events that promote PE and sport as key to the school ethos.</p> <p>Feedback about the perceived value of sport in school life.</p>		
<p>This whole-school approach supports sustainability by ensuring physical activity is not a standalone subject but part of a wider commitment to pupil development</p>			

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • Continue to offer a broad range and experiences of a range of sports and activities. • Increase confidence, knowledge and skills of all staff in teaching PE and Sport. • Participation in Competitive Sport providing opportunities for all children. • Profile of PE and Sport continues to be raised across the school. • Whole School approach to ensuring children are physically active. 	<ul style="list-style-type: none"> • Review and adapt the curriculum to include new and inclusive activities • Partnerships with local clubs or coaches to introduce fresh activities. • Rotating enrichment days or taster weeks to expose pupils to less traditional sports. • Audit equipment to be able to deliver a wide range of activities. • Use team teaching, mentoring or PE leads to model lessons. • Peer observation and feedback cycles to share good practice and build confidence. • Develop inclusive pathways so more pupils can take part. • Track participation data to monitor and target underrepresented groups. • Run intra-school competitions (e.g. house or class tournaments) alongside inter-school events. • Celebrate all participation—through newsletters, certificates, or assemblies. • Create leadership roles (e.g. Sports Crew) to help plan and promote events. • Celebrate sporting achievements in assemblies, on displays, and through school communication. • Embed physical activity into the school culture, including active break times and classroom movement breaks. • Link sport to wider values and skills (e.g. teamwork, resilience, leadership). • Use social media or newsletters to showcase PE and sport to parents and the wider community. • Implement daily physical activity opportunities, such as active breaks, the Daily Mile, or active learning strategies. • Set whole-school physical activity challenges (e.g. step counts, walk-to-school weeks). • Ensure every class meets the 30-minute daily in-school activity target (from the Chief Medical Officer's guidelines). • Involve all staff in promoting active lifestyles.

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?
<ul style="list-style-type: none"> • Increased engagement and enthusiasm for PE among all pupils. • More pupils finding activities they enjoy, leading to higher levels of regular participation. • Improved physical literacy, coordination, and general fitness. • Greater inclusivity and confidence among less active or SEND pupils. • Pupils are more likely to develop lifelong habits of physical activity. • PE lessons are of higher quality, more engaging, and inclusive. • Non-specialist teachers feel empowered to deliver lessons effectively. • A consistent, whole-school approach to PE and physical activity. • Better differentiation and support for diverse pupil needs. • Long-term sustainability as improvements are embedded in teaching practice. • More pupils experience the benefits of competition – teamwork, resilience, handling success and failure. • Improved confidence and self-esteem, especially in pupils who don't usually shine academically. • Sense of belonging and pride in representing their school. • Greater motivation to improve skills and remain active. • Increased participation from disadvantaged or less active pupils through inclusive pathways. • Pupils are more alert, focused, and ready to learn throughout the day. • Reduced levels of sedentary behaviour. • Improved mental health, concentration, and behaviour across the school. • Teachers use movement to enhance learning in all subjects. • Physical activity becomes part of the school's core culture, not just PE lessons. 	<ul style="list-style-type: none"> • Pupil participation records in different activities and sports • Pupil voice about preferences, enjoyment, and confidence in various sports. • Curriculum maps and timetables showing the range of activities offered throughout the year. • Photos/videos showcasing diverse PE lessons, enrichment days, and after-school clubs. • Impact feedback from staff about how CPD has changed their practice. • Subject Leader reports and monitoring. • Team and competition registers • Photos and newsletters highlighting sporting achievements. • Pupil feedback on how they feel about representing the school. • Positive behaviour and attendance linked to physical activity engagement. • Cross-curricular links. • Pupil engagement data, especially where linked to active learning or improved focus. • Assemblies, displays, and events that promote PE and sport as key to the school ethos. • Feedback about the perceived value of sport in school life.

Actual impact/sustainability and supporting evidence

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