

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 2024/2025.
- 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?
• Outdoor provision for all pupils to experience forest school and associated adventurous activities • Opportunities for staff CPD	• All pupils received 6 weeks of OAA through inhouse forest school provision • CPD was provided to staff from external sports coach	• Opportunities for pupils to compete against pupils from other schools • Opportunities for all pupils to experience a range of sports and activities	• Pupils only had 1 opportunity to compete during school time against other schools • Take up of a Multi sport club was limited

Intended actions for 2025/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. Continue the success of forest school and OAA for all pupils 2. Continue to develop quality first teaching in PE through use of specialist coach 3. Ensure access for all to experience a wide range of sporting activities 4. Increase the opportunities for pupils to experience competition against other schools	1. Schedule weekly sessions for all year groups on a rotational basis. a. Conduct termly safety audits of outdoor equipment and forest sites. b. Integrate OAA (Outdoor Adventurous Activities) into Gem point treats. 2. Contract a specialist coach to work alongside school staff a. Implement a "Model-Lead-Observe" cycle where teachers gradually take over lesson delivery. b. Hold half-termly CPD workshops focusing on specific strands (e.g., gymnastics or dance). 3. Organize "Taster sessions" for non-traditional sports (e.g., fencing, ultimate frisbee, or yoga). a. Audit current pupil participation to identify and target "least active" groups. b. Utilize pupil voice surveys to select new equipment and extracurricular clubs. 4. Establish a calendar of Intra-school competitions (House matches) at the end of each unit. a. Register for the SSP and inter-school festivals. b. Organize transport and staff cover to ensure attendance at away fixtures. c. Bluekite Games

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. Pupils develop high levels of resilience, problem-solving, and teamwork. Improved mental well-being and a deeper engagement with nature, particularly for those who struggle in traditional classroom settings. 2. Increased teacher confidence and competence in delivering high-quality PE. Pupils benefit from more structured, skill-progressive lessons, leading to better physical literacy and engagement. 3. Every pupil identifies a physical activity they enjoy, fostering a lifelong positive relationship with exercise. Reduction in the "participation gap" for disadvantaged or less active pupils. 4. Pupils learn to handle success and failure with sportsmanship. Increased school pride and motivation to improve personal performance. Development of "game sense" and strategic thinking.	1. Pupil Voice: Short video clips or quotes from children explaining how they felt "brave" or "solved a problem" during a task. a. Case Studies: A brief write-up on a specific "disengaged" pupil who has shown increased focus or better behaviour in class after Forest School sessions. 2. Lesson Observations: Feedback forms from the PE Lead or Headteacher noting the improved structure and "active learning time" in lessons. a. Staff Reflection: Brief statements from teachers on how the coach's mentoring has changed their personal practice. 3. Club Attendance: Data showing the uptake of "non-traditional" clubs (e.g., Archery, Boccia, Yoga) compared to standard football/netball. a. Variety Audit: A curriculum map listing 10+ different sports taught across the year. 4. Fixture List: A calendar showing the increase in the number of matches/tournaments attended this year compared to last. a. B-Team Tracking: Data showing that competition isn't just for the "top" athletes—recording the number of unique pupils who represented the school.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
- Enhanced Outdoor Learning & Wellbeing: Weekly rotational Forest School and OAA sessions expanded outdoor learning access across all year groups, embedding physical activity and outdoor problem-solving directly into the school's culture and reward systems (e.g., Gem point treats). - Sustainable Teacher Expertise: The "Model-Lead-Observe" coaching cycle and targeted CPD workshops upskilled internal teaching staff, building long-term capacity and high-quality PE delivery independent of external coaches. - Increased Inclusivity & Participation: Auditing participation and introducing non-traditional sports (such as climbing) successfully engaged previously inactive pupils and diversified regular sports participation. - Elevated Competitive Engagement: Structured SSP	- Curriculum & Scheduling Records: Timetables confirming weekly rotational Forest School/OAA sessions and completed termly safety audits for outdoor equipment and sites. All participated in climbing wall. - Coaching & Upskilling Logs: Completed "Model-Lead-Observe", shift from coach-led to teacher-led PE delivery. - Pupil Voice & Inclusion Data: Completed pupil voice surveys, audit logs tracking participation of "least active" target groups, and attendance records for new non-traditional sports taster sessions during Multi-sports club - Competition & Fixture Reports: Documented results from end-of-year sports matches, registration records for the School Sport Partnership (Cross country – we won, swimming gala), and participation logs for the

Actual impact/sustainability and supporting evidence

and inter-school festival participation established a clear, sustainable pathway for competitive sport.

Bluekite Games. Unfortunately Orientiering got cancelled during the extreme heat wave.