PE Funding Evaluation Form

Commissioned by

Department for Education

association for Physical Education

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 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.

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We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend for 2025/26

What went well?	How do you know?	What didn't go well?	How do you know?
Specialist P.E coach for whole school once a week	An increase in pupils' attainment in PE	Lack of space in the playground meant that children had limited space to practice some of the skills	Child and parental feedback.
Supporting participation in extra-curricular opportunities	An increase in pupils' physical activity levels		
Specialist focused activities for girls	Pupil feedback and enthusiasm for P.E		
Subsidised sport and physical activity clubs for disadvantaged	An increase in staff completing training and CPD An increase in the number of pupils participating in extra-curricular activities An increase in number of staff participating in extra-curricular activities and school sports competitions	Lack of transportation to enable children to apply skills taught in team events with other schools	Events missed because of transportation issues
Specialist resources for pupil with medical conditions to participate	Pupil with medical needs able to participate in all sporting activities and also at playtime		
Stronger parental engagement	All parents of all children attended sports day and highly commended the afternoon of sport. Parental feedback		
Whole school taking part in swimming lessons.	An increase in pupils' attainment in swimming and water safety 100% of Y6 pupils can swim competently, confidently, and proficiently over a distance of 25m, use a range of strokes effectively and can perform safe self-rescue in different water-based situations		

What are your plans for 2026/27?	How are you going to action and achieve these plans?
Intent	Implementation
CPD offering to a future Sports Lead to improve the curriculum offer.	Teachers will benefit from CPD with a PE coach. This will enable them to support the development of the teaching of PE in the future.
Swimming lessons for all.	All children to access swimming lessons at a local swimming centre. We aim to ensure that all pupils leave us with the ability to competently swim 25m.
To empower girls to take up more sport through a range of opportunities.	A team of girls – Y4/5/6 –to link up with other small schools to enable girls to practice the skills that they have learnt in P.E lessons and develop teamwork skills.
Equipment	New equipment needed to enhance our curricular offering including provision for EYFS physical development.
Bikeability	To ensure that all children in KS2 understand road safety and are safe and able to ride a bike. Disadvantage pupils shall be provided with a bike to use for bikeability to ensure that all pupils can participate.
Subsidised sport and physical activity clubs for disadvantaged	Ensure that all pupils have equal opportunity to engage in sporting activities

What impact/intended impact/sustainability are you expecting?	How will you know? What **evidence** do you have or expect to have?
The immediate effects of allocating a budget for Physical Education include: • **Improved student health and fitness:** Access to quality PE resources promotes physical well-being. • **Increased student participation:** Funding can provide diverse sports equipment and extracurriculars, making PE more engaging. • **Enhanced mental health:** Regular physical activity supports better focus, reduced anxiety, and improved mood. • **Skill development:** Students learn teamwork, discipline, coordination, and goal setting through structured physical activity. The long-term goals behind a well-structured PE budget often include: • **Building lifelong healthy habits:** Encouraging students to value fitness beyond school years. • **Inclusivity in sports:** Ensuring all students (regardless of ability or background) can participate. • **Higher academic performance:** Studies show physical activity can improve concentration and classroom behaviour. • **Talent identification and development:** Providing pathways for students to excel in athletics, potentially at competitive or professional levels. • **Community engagement:** PE programs often lead to events and activities that engage parents and local communities. To make the PE budget effective in the long term, our focus will be on: • **Durable equipment investments:** Buying quality equipment that lasts and requires minimal replacement. • **Staff training and development:** Investing in professional development ensures PE teachers are skilled in modern, inclusive practices. • **Partnerships and grants:** Collaborating with local organizations or applying for health/education grants can supplement funding.	🔹 **1. Student Outcomes** **Evidence:** • **Fitness assessments** (e.g., beep test, flexibility tests, strength metrics) • **Attendance rates in PE classes** and extracurricular sports • **Participation data** by gender, year group, SEND students, etc. • **Improvements in motor skills**, coordination, or stamina (teacher observation or standardized PE assessments) • **Student voice surveys** on confidence, enjoyment, and engagement in PE 🔹 **2. Health and Wellbeing** **Evidence:** • **Self-reported wellbeing surveys** or mental health tracking tools (e.g., Strengths and Difficulties Questionnaire) • **Reduction in sedentary behaviour** (tracked via activity logs or fitness wearables) • **Improved behaviour or focus** on class linked to regular physical activity (teacher logs or behaviour reports) 🔹 **3. Staff and Curriculum** **Evidence:** • **PE staff training logs** or CPD evaluations • **Teacher feedback** on confidence in delivering diverse and inclusive PE • **Wider range of activities** in the PE curriculum (before/after curriculum mapping) 🔹 **4. Facilities and Equipment** **Evidence:** • **Inventory audits** showing new or improved equipment/facilities • **Usage logs** for sports facilities (in and outside curriculum time) • **Maintenance records** showing sustainability and care of equipment

• **Environmentally sustainable practices:** Using eco-friendly materials, promoting walking/biking programs, and reducing single-use plastics in sports activities. • **Monitoring and evaluation:** Regularly assessing the effectiveness of spending helps refine priorities and demonstrate value to stakeholders.	◆ **5. Community and Wider Engagement** **Evidence:** • **Parental feedback** (via surveys or attendance at school sports events) • **Partnerships formed** (e.g., with local sports clubs or health initiatives) • **Uptake of after-school clubs** and extracurricular programs • **Success in local/regional competitions** or events ◆ **6. Long-Term Impact** **Evidence:** • **Tracking students' physical activity habits** • **Transition data** (e.g., students moving into sports leadership roles or further PE-related studies) • **Comparison to national benchmarks** or government health targets

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
• Increased participation in PE and Sports. • Improved physical fitness across the whole school • Increased enthusiasm by all pupils including those with SEND needs • Sporting events are widely supported by families and the wider community. • Better behaviour and focus on class • Improved confidence and well-being in our pupils • Equipment appropriate and updated. • UKS2 Children able to lead small activities in which younger children can successfully participate in.	• PE lesson participation and feedback. • Documentation within our school blog • Pupil voice – both verbal and within their responses • Parental and carer feedback – both verbal and via email. • After school club attendance – hockey had the highest number of pupils across all our after-school clubs. • CPD participation from staff • Teacher observations • PE cupboard – equipment stock, variety and choice. • Behaviour logs over time • Records from progress in swimming

Area of impact:	**Amount of funding spent:**
Staff CPD and internal development	£1,681.30
CPD external coaches	£3,123.60
Internal School based extra-curricular activities	£1,810.80
Equipment and Resources	£4,426.97
External Sports competitions	£2,120
External coaches	£2104
School games organiser network	£1,013.33
Total spend of PE and sports premium:	**£16,280**