

**PE Funding
Evaluation Form
2025/26**

Images courtesy of Youth Sport Tru

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 2024/25

We recommend that you start by reflecting on the impact of the current provision and reviewing your previous spend.

What went well?	How do you know?	What didn't go well?	How do you know?
Improved skill development and confidence	Teacher assessments showed noticeable improvements in fundamental movement skills across KS1 and KS2. Pupils also self-reported (Pupil voice) higher confidence levels in PE lessons.	Limited pupil leadership opportunities	Although planned, the rollout of the sports ambassador programme was delayed. Few pupils had opportunities to lead or support activities.
Further Development of	Playground observations		



Review of last year 2024/25

Active play times	showed increased physical activity during break times, especially among less active pupils.		
Inclusive opportunities for all pupils	The implementation of adaptive sports led to higher engagement from pupils with SEND. Feedback from support staff highlighted increased involvement and enjoyment.		



Review of last year 2024/25

Successful whole school sporting events

Events such as **National Fitness Day, Monster Kickabout, Mini-Marathon, and The Daily Mile** were extremely well-received. Participation was high across all year groups, and feedback from pupils and staff reflected strong enthusiasm and a sense of community spirit.



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"> • Ensure all pupils continue to access high-quality, inclusive PE that fosters physical literacy, teamwork, and emotional well-being. • Deepen engagement in lifelong physical activity by offering diverse and culturally relevant opportunities. • Use PE as a platform to build resilience, leadership, and social-emotional skills, especially for pupils less inclined toward traditional competitive sports. • Narrow physical activity gaps across gender, SEND, and disadvantaged groups through targeted interventions. • Strengthen teacher expertise and consistency in delivering progressive, engaging PE lessons across all key stages. 	<ul style="list-style-type: none"> • Deliver a progressive, broad, and balanced PE curriculum that includes traditional and emerging activities. • Expand staff CPD with a focus on adaptive PE, inclusive practices, and assessment for learning in PE. • Increase the variety and frequency of extracurricular clubs, including non-competitive and pupil-led options. • Continue to invest in modern, accessible equipment and ensure regular audits to maximise usage and impact. • Host termly intra-school festivals and collaborate with local schools for inter-school events to boost motivation and community links. • Develop active learning zones and integrate movement into the wider curriculum (e.g., active maths/literacy). • Launch a PE ambassador programme to empower pupils to lead warm-ups, games, and promote active lifestyles among peers.



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"> • Further increase participation rates, especially among underrepresented groups (e.g. girls, SEND, disadvantaged pupils). • Improve physical fitness, coordination, and motor skills through consistent, high-quality provision. • Enhance focus, behaviour, and emotional well-being through regular active learning and movement breaks. • Build long-term staff capacity to deliver engaging and inclusive PE through sustained CPD and mentoring. • Foster a positive, lifelong attitude toward physical activity and healthy lifestyles. • Develop student leadership and responsibility through structured peer-led initiatives and ambassador roles. 	<ul style="list-style-type: none"> • Maintain tracking of participation in curriculum and extracurricular activities. • Collect pupil and staff voice through surveys and informal feedback to assess engagement, enjoyment, and perceived progress. • Use fitness and skill assessments (baseline and termly) to monitor physical development. • Observe and record improvements in teamwork, confidence, and social interaction during PE and playtimes. • Conduct lesson observations and staff self-assessments to evaluate teaching quality and confidence growth. • Monitor the impact of pupil leadership roles through peer feedback and participation in planning or leading activities.



Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
To be reported for July 2026	To be reported for July 2026

