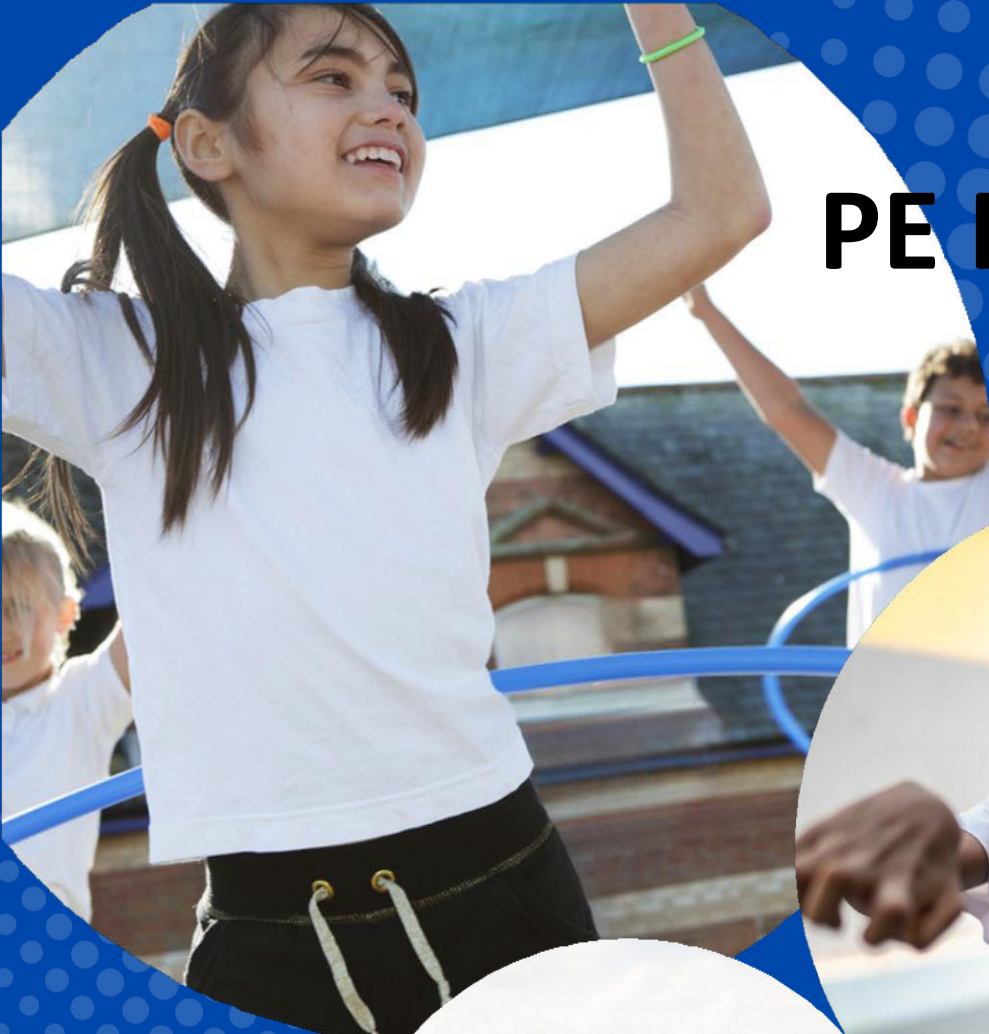


PE Funding

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.

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?
<p>Playground leader activities and Progressive Sports sessions gave pupils structured opportunities to be active at lunchtime. Children reported enjoying the variety of activities.</p> <p>Clubs such as fencing, street dance, dodgeball, and bike ability broadened access beyond traditional sports, leading to higher overall uptake.</p> <p>Some PE kits were worn consistently; PE champions and weekly "Step up to the Challenge" were celebrated in collective worship.</p> <p>Teachers accessed Complete PE, reported greater confidence, and were able to deliver more consistent lessons with progression.</p> <p>Families noted children joining after school clubs expressed enthusiasm for clubs.</p>	<p>Registers showed a higher number of pupils attending after-school clubs.</p> <p>Pupil voice surveys reported enjoyment of a wider range of activities and pupils identifying PE as a favourite subject.</p> <p>Class dojo and PE champions highlighted regular celebration of PE achievements.</p> <p>Teacher voice surveys and lesson observations showed some improvement of staff confidence and use of Complete PE resources.</p>	<p>While engagement in school increased, not all pupils reached the full Chief Medical Officer guidelines of 60 minutes per day, particularly outside school hours.</p>	<p>Daily physical activity logs (from teachers and pupil questionnaires) showed that many children were active at school but struggled to meet 60 minutes consistently, especially at weekends.</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
<p>To ensure all pupils are active through structured opportunities, active playtimes, and home school links. Encourage children to develop healthy habits by building physical activity into daily routines at school and at home.</p> <p>To extend the bike ability offer by enabling Year 2 pupils to confidently ride pedal bikes, supporting life long active travel and confidence on bikes and to ensure sustainability by upskilling staff (through bike ability training) so that delivery is not solely reliant on external providers.</p> <p>To raise the profile of PE and sport across the school by ensuring consistency in PE kits, celebration of achievements, and increased participation in a range of activities.</p> <p>To increase the number of children who cycle, walk, or scooter to school regularly, reducing reliance on cars and promoting healthy, active lifestyles.</p> <p>To broaden opportunities for physical activity by developing active lunchtimes/playtimes, led by play leaders and supported by structured equipment.</p> <p>To enhance pupils' wellbeing, self-regulation, and behaviour through a combination of active play, sensory experiences, and outdoor learning.</p>	<p>Active Playtimes and Lunchtimes:</p> <ul style="list-style-type: none"> • Provide play leader with CPD to lead structured lunchtime activities that promote cooperation, and sustained physical activity. • Invest in new playground equipment to widen the choice of activities and ensure variety. • Monitor engagement through playtime pupil feedback. • To increase opportunities for active engagement during playtimes and lunchtimes, promoting physical activity, social development, and emotional wellbeing. • Sensory circuits for all classes to encourage regulation, reduce dysregulation, and promote wellbeing. These will be used at strategic times (e.g. before or after unstructured play) to support readiness for learning and improve overall behaviour. • Provide CPD for staff to embed outdoor learning and wellbeing activities across the curriculum. <p>Year 2 Bike ability Programme:</p> <ul style="list-style-type: none"> • Purchase new pedal bikes and helmets and ensure all pupils can access suitable equipment. • Train designated staff in bike ability delivery, reducing long-term reliance on external providers. • Continue working with Cycle Derby to support training and assessment for EYFS. <p>PE Kits and Profile of PE:</p>

Intended actions for 2025/26

- Reinforce expectations for pupils to wear correct PE kit on PE days, ensuring equality and readiness for physical activity.
- Celebrate achievements weekly through collective worship, class dojos and “PE Champions”.

Home school links

- Encourage children to cycle, walk or scooter to school.
- Hold parent workshops for the importance of promoting healthy and active lifestyles.
- Promote outside sports clubs’ parents can engage with during term time and holidays.

Staff CPD and Sports Coaches:

- Continue to use specialist sports coaches to deliver sessions while team-teaching with staff to build teacher competence.
- Focus CPD on areas identified in staff voice surveys (e.g. gymnastics and dance).

Monitoring and Evaluation:

- Track participation of all groups in after school clubs.
- Conduct staff and pupil voice surveys termly to review progress and adapt provision.
- Use lesson observations, pupil voice, and assessment data to evidence impact. (Complete PE)

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"> • All pupils will increase physical activity levels through structured PE lessons, active playtimes, and after-school clubs. By the end of Year 2, 100% of children will be active for at least 30 minutes per day in school. Daily movement breaks will support concentration, behaviour, and wellbeing in class. <i>(Key Indicator 2)</i> • Reception and KS1 pupils will develop agility, balance, coordination, and early motor skills, giving them the foundations for PE and sport. 80% of Year 2 pupils will leave with the ability to confidently ride a pedal bike, supporting independence and lifelong physical activity. <i>(Key Indicator 1 & 2):</i> • Staff will be more confident in teaching PE due to CPD, sports coach modelling, and use of Complete PE resources. More lessons will be consistently high-quality, active, and inclusive. <i>(Key Indicator 1)</i> • 90% of Children will view PE positively and value physical activity as part of school life. PE kits and regular celebration of achievement will raise expectations and pride in sport. <i>(Key Indicator 3)</i> • Pupils will experience a variety of activities (bike ability, dance, gymnastics, multi-skills, team games), helping them find something they enjoy. Pupils will develop teamwork, resilience, and confidence through sports day, team games and KS1 sports festival. <i>(Key Indicator 4 & 5)</i> • Staff trained in bike ability and CPD with sports coaches will continue to deliver high-quality PE beyond the funded year. • New bikes, helmets, and playtime equipment are one-off purchases that will support active play and PE for several years. PE kit expectations are embedded into school policy and have no ongoing cost. • Celebrating PE success in collective worship and newsletters ensures PE and physical activity stay central to school life. 	<ul style="list-style-type: none"> • Pupil voice surveys asking children about activity levels in and out of school. • Baseline and end-of-year assessments of fundamental movement skills (agility, balance, coordination). • Progressive Sports assessments or teacher observations of PE outcomes. Bike ability records: 80% of Reception children riding balance bikes, 60% of Y1 attempting pedal bikes, 80 % of Y2 confidently riding a pedal bike. • Using Photographs and videos • Staff voice surveys conducted termly to assess confidence before and after CPD/team-teaching • PE lesson observations from the PE lead. • Teacher planning and assessment evidence showing use of Complete PE resources. • Consistency in pupils wearing correct PE kits, monitored by class teachers. (Class dojo) • Collective worship records showing weekly recognition of “PE Champions” and “Step up to the Challenge.” • Parent feedback through surveys or informal conversations. • Records of participation in after school clubs. • Pupil voice feedback on enjoyment of after school clubs (dance, fencing, gymnastics, dodgeball, etc.)

Actual impact/sustainability and supporting evidence

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