PE Funding Evaluation Form







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Commissioned by

Department for Education

Created by

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 2023/24.
- 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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Review of last year 2023/24

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?
Forest School provision embedded weekly, building resilience, teamwork, and outdoor learning skills. Co-teaching with sports coach raised teacher confidence and improved quality of PE lessons. Lunchtime activities led by coach and supported by trained TAs increased pupil activity. Playleaders introduced, empowering children to take leadership roles in activity.	Pupil surveys, staff observations, parent feedback. Staff feedback, PE lesson observations. Observation of active lunchtimes, playtime behaviour improved. Pupil leadership logs, lunchtime observations. Club registers, pupil voice, parental feedback.	Competitive opportunities limited due to school age profile (no KS2 yet). Limited range of after-school club options available. Some gaps in equipment/resources.	No inter-school fixtures or formal competitions recorded. Club registers showed high take-up but choices restricted. Equipment audit identified missing or worn items.

Review of last year 2023/25

Good uptake of clubs, with children showing enthusiasm for sport and physical activity.			

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	**Implementation**
Introduce and strengthen swimming provision Give Year 3 pupils structured swimming lessons to build water confidence and essential skills early. Broaden physical activity offer Increase participation by providing a greater variety of clubs and activities, including non-traditional sports. Develop staff confidence and capacity Ensure PE is high-quality and sustainable by investing in staff training and co-teaching. Enhance enrichment and early years opportunities Embed physical activity into EYFS and KS1, linking to HEART values and overall wellbeing.	Arrange weekly swimming lessons for Year 3 pupils. Work with local pool providers to establish a long-term partnership. Begin recording and tracking swimming attainment from Year 3 upwards. Expand after-school and lunchtime clubs (e.g. dance, martial arts, multi-skills). Train and support Playleaders to deliver active lunchtime activities. Monitor pupil participation to identify and target less active groups. Continue co-teaching model with specialist sports coach. Deliver CPD for TAs to lead structured lunchtime activity. Use staff meetings to share practice and build subject knowledge. Maintain and expand Forest School provision. Purchase new PE and play equipment. Link activities to HEART values (honesty, empathy, appreciation, respect, trust) to develop character alongside physical skills.

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?
Swimming provision: Year 3 pupils gain early water confidence and skills, setting foundations for KS2. Sustainable system for recording attainment established. Broadened physical activity offer: More children active beyond lessons, including less active pupils. Increased engagement through a wider range of clubs and lunchtime activities. Staff development: Teachers and TAs confident in leading PE and physical activity. Consistency of high-quality provision sustained even if staffing changes. Enrichment and EYFS/KS1 opportunities: Children show improved physical literacy, resilience, teamwork and link activity to HEART values. Outdoor provision embedded in school culture.	Year 3 swimming assessment records Pupil feedback on confidence Staff observation logs Club registers and participation tracking Pupil surveys and voice Lunchtime/playtime activity observations Staff self-assessment surveys Lesson observations / learning walks CPD records EYFS/KS1 physical development outcomes Forest School session logs Pupil engagement and behaviour data Links to HEART values evidenced in curriculum

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
Forest School provision has built children's resilience, confidence, and teamwork, with positive impact on wellbeing and engagement. Sessions are now an embedded part of the school's curriculum. Co-teaching with a sports coach improved staff subject knowledge and confidence in delivering PE, which will sustain quality beyond the life of external support. Lunchtime activity programme (coach + TA training) increased the number of children engaged in structured activity, with Playleaders sustaining activity across the week. Increased pupil participation in clubs and enrichment, building wider enjoyment and embedding positive attitudes to sport from an early age. Sustainability: staff confidence has grown, Playleaders and TAs are established in their roles, and resources purchased continue to be used daily.	Teacher and parent feedback Pupil voice showing high enjoyment Observations of skills such as perseverance and collaboration Staff surveys and feedback Lesson observations showing improved delivery Increased teacher-led sessions Lunchtime observations Playleader logs and pupil feedback Reduced incidents of low-level behaviour at playtimes Club registers Pupil surveys and parent feedback Engagement of less active children TA and Playleader activity records Equipment audit showing regular usage