





PE Funding Evaluation Form

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 2024-2025

What went well?	How do you know?	What didn't go well?	How do you know?
All teachers in KS1 plan their own class's PE lessons each week after they have taught that week's lesson, ensuring that the children receive high quality PE focused on the strengths and areas of support needed for their children.	Teachers have shared their PE weekly plans with me and discussed any support they needed from to me to be able to support and challenge their class.	Although the children were challenged in their PE lessons, the children who needed extra support, did not have enough bespoke activities planned to help them to help them achieve.	Data for each child in each class.
HWB focus on The Colour Monster and how we identify, recognize and manage our feelings, led by Elise from WNDSSP.	Children in each class across the school were able to talk about their feelings and identify how they feel, often using the colour of the Colour Monsters to help.	All staff (teacher and TA) were asked to stay in the class when Elise was in, as CPD, which would enable them to continue to encourage the skills and techniques taught by Elise, so the children could embed the learning. Not all staff chose a time slot when they were in class.	Word of mouth and some classes could demonstrate the skills and techniques throughout the year.
Improving of EYFS PE experience, what they are being offered and time to practice FMS during continuous provision.	PE Lead moved to teach in EYFS, so had a much clearer picture of how PE could be incorporated better and easier into each day. Also EYFS children started their PE weekly lessons from week 3, Autumn 1, when they were all in full time, allowing for the FMS to have time to embed before moving to Year 1.	All went well…….	
Data input by all staff to allow overall monitoring of progression of children as a whole.	It is a great tool to show where the school is at in relation to ability and progression of all FMS and NC targets.	One class did not enter their data, so I did not have a comprehensive overall picture of KS1 PE.	Spreadsheet for their class was incomplete.

Intended actions for 2025/2026

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Improve the wellbeing of children, staff and parents across the school.	*<u>Workshops, Motivational Assemblies & Staff CPD</u>: a creative way to support resilience building, keen to boost confidence & self-esteem levels or wanting to emphasize the importance of trying your best, learning from mistakes and being the best that we can be. Invite parents to the end of the day motivational assembly so that they can see the impact I have had on their children and also hear me talk about Growth Mindset and its importance. Also Invite parents to the end of the day motivational assembly so that they can see the impact I have had on their children and also hear me talk about Growth Mindset and its importance.*
Give support to teachers to enable them to improve the attainment of the less able pupils.	1) CPD 26.11.25 led by WNDSSP focusing on delivering differentiation and assessment in PE. SSP are aware of the focus being on supporting less able pupils by robust planning of differentiation and using assessment to plan next steps (following analysis of PE data 2024-2025). 2) PE observations of each teacher by PE Lead, after the staff meeting, looking at the bespoke planning for the class, clear differentiation and what the next steps would be, ie looking at the subsequent planning.
Following completing a Well School's Survey (October 2025), 2 areas of development were identified: <u>Physical Environment:</u> Well Schools are safe, inviting and inspiring spaces to learn and enable pupils to move and be active. Space is maximised and facilities made available to support the community. <u>Leadership and Volunteering</u>: A Well School provides meaningful leadership experiences, where young people can acquire skills and learn behaviours which develop them as individuals, but also prepares them to be active contributors to society throughout and beyond education.	1) Improve pupil voice by having PE Leaders, 2 from every class, meet half termly with PE Lead, where they go back to their class and ask questions/collect ideas to improve the offer of physical activities for all children. 2) PE Leaders to be identifiable to other children at break times: PE Leaders to be available to interact with any children who are less active or who seem to be on their own and be ready to play with them and/or talk to them whilst perhaps walking round the field (focus on wellbeing of all children and activity levels of all). 3) PE Leaders to be in charge of ensuring the equipment used at break times and during PE lessons is put back neatly in the right place and reporting any broken equipment.

Intended actions for 2025/2026

Increase activity levels of children in class.	4) PE Lead to liaise regularly with Lyndy Lake about equipment needed to increase the movement and activity levels of all children during break times. PE Lead to order any new equipment needed, plus proper storage of equipment to ensure sustainability. CPD for all staff led by SSP on 3.2.26, focusing on keeping children active in class. How to plan lessons which include children moving more and sitting less.

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?
Boost children's self-confidence and confidence, improve resilience, ability to learn from mistakes and striving to be the best they can be.	More confident children, more children willing to have a go, enjoying being challenged and ability to ask for support calmly knowing that it will help them to be the best they can be.
Teachers confident to plan activities to support lower attainers in PE.	Data to show that the percentage number of pupils at working towards has reduced from last year, less than 10%.
Strong leadership from PE Leaders.	Equipment stored correctly after break times, less active children being encouraged to move more, no children left on their own during break times, unless they want to be, increased pupil voice about all areas of PE across the school.
Variety of equipment available to encourage activity for all children of a variety of abilities.	Liaise with Lyndy as to what activities the children enjoy and which are not as popular. Lyndy to join some PE Leaders meetings to gauge pupil voice for which equipment they would like at break times.
PE Lead to walk around the school at various times to look at the activity levels of children in lessons.	After the staff meeting on 3.2.25, PE Lead should see activity levels increased in class lessons across the school, ie children not sat still on the carpet for more than 10 minutes at a time, not all lessons with children sat at desks……

Actual impact/sustainability and supporting evidence

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