



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 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.

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>External providers:</p> <ul style="list-style-type: none"> • Rugby coaching • Dance workshops 	<p>A sports partnership with Northampton Saints has provided high-quality, specialist input, boosting engagement and skills in rugby across multiple year groups, but especially Y6.</p> <p>Delivered by Lane Academy, the sequence of dance workshops have increased participation in creative PE and supported curriculum breadth. Pupil voice feedback from surveys and sports council meetings highlights increased enjoyment and skill development, particularly in rugby and dance. Attendance registers show strong uptake in rugby coaching and verbal feedback indicated 85% of children would like to do dance more often post dance workshops.</p>	<p>Competition programming</p>	<p>Several disruptions due to unforeseen cancellations, limiting pupils' access to inter-school events. Competition records show a reduced number of fixtures and events completed compared to previous years (TG absent during Spring/ staffing reduced following staff restructure 2024).</p>
		<p>Some aspirational sporting opportunities</p>	<p>Some trips, such as a planned golf experience, had to be cancelled due to external provider issues.</p>
<p>The quality of swimming delivery</p>	<p>This has improved, offering an inclusive and progressive experience for all pupils, particularly SEND as well as confident swimmers. Swimming progress tracking indicates that more pupils are meeting or exceeding national expectations (see swimming data), with a high level of engagement from SEND pupils.</p>	<p>The quality of PE teaching remains inconsistent</p>	<p>The school is transitioning from external coaches back to class teacher-led PE lessons. Lesson observations and staff confidence audits reveal variability in delivery quality and planning of PE lessons, with newer staff to PE teaching needing additional support in resourcing and delivery from HLTA DH/or TG.</p>
<p>Development of sports leaders</p>	<p>School has strengthened pupil responsibility and peer-led activities, particularly at lunchtimes. Pupil leaders have been actively involved in leading warm-ups, supporting lunchtime clubs, and helping with event organisation—recorded in leadership logs.</p>	<p>Outdoor and Adventurous Activities (OAA)</p>	<p>Remain underdeveloped and under-resourced in terms of both equipment and planning. Curriculum mapping and equipment audits show a gap in OAA provision and limited resources available for high-quality delivery.</p>
<p>Use of the HLTA/UEFA B coach</p>	<p>Supported staff and increased confidence and quality of teacher delivery PE. His work also ensured inclusion and access to PE for pupils with additional needs. This allocated staff time ensured continuous access to competitions and enriched the overall PE provision. Observations and staff feedback show the HLTA's consistent impact on improving delivery and supporting logistics for events.</p>	<p>There has been a decline in extracurricular club participation</p>	<p>Club attendance logs show a 10% drop in participation in extracurricular sports clubs compared to the previous academic year, particularly in upper KS2. This is possibly also affected by the increasing cost of living.</p>
<p>There is a noticeable rise in the number of children who are self-aware of the benefits of a healthy lifestyle</p>	<p>More pupils making informed choices about activity and well-being. Wellbeing surveys and PSHE-linked pupil journals reflect improved understanding and positive attitudes towards a healthy lifestyle.</p>		

New PE Premium Strategy 2025/26

Intent What are your plans for 2025/26?	Implementation How are you going to action and achieve these plans? (including costings)	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
<p><i>To offer a broader and equal experience of a range of sports and physical activities to all pupils.</i></p> <p>To improve the school's outdoor and adventurous (OAA) provision.</p> <p>To engage pupils with SEND in outdoor and adventurous activities.</p>	<p>Inside Out Bushcraft provider to offer a termly block of OAA activities to Y3.</p> <p>The same provider to offer a KS2 extra curricular club.</p> <p>Estimated cost: £220 per day x 10 = £2200.</p>	<ul style="list-style-type: none"> Increased physical activity levels. Builds confidence, teamwork, and resilience through outdoor learning. Continued use is sustainable due to proven provider quality and strong relationships. 	<ul style="list-style-type: none"> Pupil and parent feedback surveys show enjoyment and perceived benefit. Attendance records indicate demand and engagement, including for those harder to engage pupils. Observation notes or informal feedback during sessions should indicate a high quality OAA experience, strong inclusivity and a positive impact from both a PE perspective and meeting SEMH needs also.
<p><i>To increase engagement of all pupils in regular physical activity and sporting activities;</i></p> <p><i>To offer a broader range of sports and physical activities to all pupils and promote a lifelong love for physical activity.</i></p> <p>Hire of outside organisations to bring additional and varied sporting expertise to the children's core and extra curricular offer.</p> <p>Subsidised clubs, trips and visits for eligible pupils.</p> <p>Competition transport.</p>	<p>Hire specialist coaches for dance, athletics, swimming, tag rugby and offer a trampette club (new)</p> <p>Subsidise these experiences for all/disadvantaged pupils.</p> <p>Rearrange sporting experiences e.g. golf.</p> <p>Estimated cost: £6,000 across the academic year.</p>	<ul style="list-style-type: none"> Greater pupil engagement across all pupil groups, including those pupils who have not previously expressed an interest in sports. Enhanced physical literacy and skill development in a wider range of activities. Sustainability achieved through increased demand supporting long-term continuation and staff upskilling in these areas. 	<ul style="list-style-type: none"> Club and competition registers showing consistent and increasing attendance, including of those pupils with SEND/disadvantage. Survey responses reflecting increased interest and enjoyment. Anecdotal evidence from staff and pupils about improved confidence and skills. Tracking of pupil participation over the year. photographic records competition results.
<p><i>To increase confidence, knowledge and skills of all staff in teaching PE and sporting activities now in and the future.</i></p> <p><i>To ensure the Head of PE can lead curriculum development and organise sports trips and competitions without disrupting class teaching.</i></p> <p>Staff CPD</p> <p>Dedicated leadership time.</p>	<p>Schedule PE CPD focusing on long-term planning, curriculum mapping, and upskilling in specific sports.</p> <p>Work with external providers or cluster/secondary schools.</p> <p>Provide funding for supply staff to release the Head of PE during school hours to lead curriculum development, monitoring activities and facilitate access to competitions.</p> <p>Estimated cost: £1,000 (dependent on provider and duration).</p>	<ul style="list-style-type: none"> Improved teacher subject knowledge, leading to higher-quality PE lessons. Long-term sustainability by reducing reliance on external specialists. Greater consistency in PE delivery across year groups. Greater engagement/ reduce opting out. Enhanced leadership of PE, smooth running of sports events, and better coordination of curriculum delivery. 	<ul style="list-style-type: none"> Staff confidence audits before and after CPD. Lesson observations reflect better delivery and pupil outcomes. Use of long-term planning documents created or refined during CPD sessions. Improved pupil progress in PE assessments. Event logs Supply timesheets

<p><i>To ensure pupils have access to high-quality, inclusive, and varied sports equipment that supports the PE curriculum and extracurricular activities.</i></p> <p>Sports Equipment</p>	<p>Purchase new and replacement sports equipment for team games, athletics, and inclusive activities.</p> <p>(£1,500)</p>	<ul style="list-style-type: none"> Greater engagement in PE lessons, improved skill development, and increased participation across all year groups. 	<ul style="list-style-type: none"> Equipment inventory logs, lesson observations, pupil voice feedback, and participation data.
<p><i>To enhance the quality and consistency of PE and sport through skilled staffing during and beyond the school day.</i></p> <p>Dedicated curriculum time by HLTA/UEFA B Coach</p>	<p>Allocate funding towards trained support staff and a qualified UEFA B coach to deliver targeted sports sessions, facilitate competitions, mentoring of pupil leadership roles and lunchtime/after-school clubs.</p> <p>(£5000)</p>	<ul style="list-style-type: none"> Increased skill development, broader sporting opportunities, and improved confidence, especially among less active pupils. 	<ul style="list-style-type: none"> Timetables, attendance registers for clubs, staff planning notes, and pupil assessment records.
<p><i>To provide regular opportunities for physical activity during lunchtime, especially targeting those less engaged in after-school sports.</i></p> <p>Sports Leaders (UKS2)</p>	<p>PE lead to train pupil sports leaders to lead lunch time activities, sports days etc.</p>	<ul style="list-style-type: none"> Improved physical health and social interaction, reduced lunchtime behavioural issues, and higher daily activity levels. 	<ul style="list-style-type: none"> Club registers, pupil feedback, lunchtime behaviour logs, and staff observations.
<p><i>To extend swimming provision for competent swimmers.</i></p> <p><i>To provide additional specialist support on top of core swimming lessons for pupils with additional needs.</i></p> <p>Swimming Contribution</p>	<p>Fund extra specialist swimming coaches to support pupils with additional needs.</p> <p>Fund extra swimming pool space on top of the school-funded learner pool and staff to extend pupils who are already competent swimmers by broadening their stroke competency.</p> <p>(£1500)</p>	<ul style="list-style-type: none"> Greater confidence in water, improved swimming skills, and increased percentage of pupils meeting national swimming expectations. 	<ul style="list-style-type: none"> Swimming attainment records, session reports, and feedback from instructors.
<p><i>To ensure staff have clear guidance on safe practice in PE to minimise injury risks and support inclusive delivery.</i></p> <p>Safe Practice in PE Guidebook</p>	<p>Purchase updated afPE Safe Practice in PE guidebook and disseminate key messages through staff CPD. Review PE Policy.</p> <p>(£40)</p>	<ul style="list-style-type: none"> Enhanced teacher confidence, improved lesson safety, and better safeguarding during physical activities. 	<ul style="list-style-type: none"> CPD logs, accident reports (if any), and staff feedback.
<p><i>To provide a consistent, high-quality, and progressive PE curriculum aligned with national expectations.</i></p> <p>GetSet4PE Curriculum Website</p>	<p>Subscribe to GetSet4PE for planning resources, assessment tools, and inclusive activities.</p> <p>(£333)</p>	<ul style="list-style-type: none"> Improved lesson delivery, better progression in learning outcomes, and easier tracking of pupil progress. 	<ul style="list-style-type: none"> Curriculum maps, lesson plans, assessment data, and staff surveys.
<p><i>To maintain a safe and engaging outdoor environment that encourages active play and informal physical activity.</i></p> <p>Playground Maintenance</p>	<p>Carry out necessary repairs and improvements to sports markings and equipment in playgrounds.</p> <p>(£1000)</p>	<ul style="list-style-type: none"> Increased use of outdoor space for physical activity, safer environment for pupils, and reduced accidents. 	<ul style="list-style-type: none"> Maintenance logs, pupil surveys, risk assessments, and incident reports.
<p>Total: £18,573</p>			

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