PE Funding Evaluation Form

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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?
The Move More Core Membership successfully enhanced PE provision through Balanceability, festivals, clubs and staff CPD.	Reception and Year 1 pupils attended the Multi-Skills Festival and engaged positively with a range of fundamental movement activities alongside local schools. Almost all EYFS children observed were able to ride a pedal bike independently after the 10-week Balanceability programme. The Balanceability coach also supported active lunchtime provision.
Staff confidence and expertise in delivering dance and gymnastics improved through specialist CPD from Progressive Sports.	High-quality CPD was delivered by a professional dance and gymnastics coach. All pupils received at least five one-hour lessons and high levels of engagement, participation and enjoyment were observed across the school. Staff reported increased confidence in teaching dance and gymnastics using the GetSet4PE scheme.
The development of Forest School provision provided pupils with valuable outdoor learning experiences and physical challenges.	A dedicated Forest School area was successfully established within the school grounds. All pupils accessed activities that developed life skills, physical stamina, fine motor skills and gross motor skills. The site was also used successfully during the summer holidays for a Forest School camp led by the trained Forest School leader.
Taster days broadened children's experiences and introduced them to new sports and physical challenges.	All pupils participated in activities including cricket sessions, a tennis taster day and climbing wall experiences. Children demonstrated high levels of enjoyment, perseverance and determination throughout these activities.
Additional PE and outdoor play equipment increased physical activity and engagement at playtimes and lunchtimes.	Children were noticeably more active and engaged in physical play during breaktimes and lunchtimes. Teachers reported that PE lessons were better resourced, enabling a wider variety of activities to be delivered effectively.
House sporting events strengthened participation, teamwork and school spirit.	The House Dash event was successfully held and all children were actively involved. The event promoted teamwork and healthy competition while raising sponsorship funds that contributed towards Forest School development and outdoor play opportunities.
Specialist training created further opportunities for pupils to engage in new activities.	A member of staff completed Speed Stacking CPD and subsequently led a successful Speed Stacking University module involving children from Year 2 to Year 6, demonstrating sustainable impact from staff development.

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	**Implementation**
Improve the quality of PE teaching and increase staff confidence, knowledge and skills in delivering high-quality PE.	Maintain the Move More Core Membership, continue using the GetSet4PE scheme, provide specialist dance coaching and CPD, and release time for the PE Coordinator to access training and support staff.
Increase pupils' competence, confidence and participation in physical activity.	Deliver Balanceability sessions for Reception pupils, use Jump Start Jonny resources throughout the school and continue to provide structured active play opportunities through a play leader.
Broaden children's experiences through access to a wider range of sports and activities.	Provide climbing wall and rebounding experiences, access Move More festivals and competitions, and offer a range of sporting enrichment opportunities.
Improve outdoor learning opportunities and physical development through Forest School.	Continue Forest School provision through a specialist leader and train a member of staff to become a qualified Forest School Leader.
Ensure PE lessons and active playtimes are well resourced.	Purchase and replace PE and playground equipment to support curriculum PE and active breaktimes and lunchtimes.

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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?
Staff confidence and subject knowledge in PE will improve, leading to higher-quality teaching across the school.	Staff voice, lesson observations, PE monitoring records and increased confidence reported by teachers.
Children will develop greater confidence, competence and enjoyment in a wide range of physical activities.	Pupil voice, PE assessments, lesson observations and increased engagement in PE lessons.
Children will access a broader range of sporting experiences that they may not otherwise encounter.	Participation records, pupil feedback and observations from activities such as climbing, rebounding and festivals.
Playtimes and lunchtimes will become more active and purposeful.	Playground observations and increased participation in organised activities.
Forest School provision will have a positive impact on physical development, wellbeing and resilience.	Pupil voice, staff observations, Forest School records and evidence of skills development.
Sustainable improvements will be embedded through staff training and leadership development.	Completion of Forest School Leader training, staff CPD records and increasing delivery of activities by school staff.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Staff confidence in delivering PE, particularly dance and gymnastics has improved.	Teacher feedback and CPD records demonstrating improved confidence.
Children have shown improved physical competence and confidence, particularly in fundamental movement skills and cycling.	Balanceability outcomes and pupil voice.
Participation in sporting events, festivals and enrichment activities has increased.	Attendance at Move More festivals and enrichment activities (climbing wall, rebounding)
Children have benefited from a wider range of experiences and demonstrated resilience and perseverance.	Evidence from climbing wall sessions, rebounding session and pupil feedback.
Physical activity levels at playtimes and lunchtimes have increased.	Playground observations. Trained Year 5 and 6 playleaders facilitating activities with infant children at lunchtimes.
Forest School has become an established and sustainable part of school life.	Forest School records, photographs, staff training completion and subsequent delivery of sessions by a member of staff.