PE Funding Evaluation Form

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.

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?	What didn't go well?	How do you know?
Numerous pupils were given the opportunity to participate in a range of sporting events and competitions.	A significant number of children participated in events designed to promote inclusivity, support SEND pupils, and enhance confidence, including Heidi's Heroes, Move More Bowling, New Age Curling, and the B Team Football Festival. Throughout the year, pupils took part in over 30 sporting events and competitions, representing a broad spectrum of sports such as football, cricket, rugby, swimming, bowling, cross country, athletics, and curling.		
Increased the profile of physical education in school.	The school community came together for major events such as the Big Walk and Wheel Week, Sports Day, the climbing wall and the Prestbury Dash.		

The majority of children left school being confident swimmers and know how to be safe in and around water.	Yearly swimming lessons for all pupils and Heidi's Heroes provided a weeklong intense course for those children requiring more support. 83% of Year 6 cohort left being able to swim competently, confidently and proficiently over a distance of at least 25m. 86% of the Year 6 cohort left being able to use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]. 86% of the Year 6 cohort left being able to perform safe self-rescue in different water-based situations?		
Increased participation in sports and physical activity during breaks and lunchtimes	Purchasing new sport equipment and the funding of a play leader has enabled children to play more actively.		
Increased opportunities to develop gross and fine motor skills and	All pupils took part in 6 hours of forest school where they had the		

improve coordination, balance, and stamina.	opportunity to climb, use tools and participate in natural play.		

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	**Implementation**
To improve the quality of PE teaching across the school and increase staff confidence, knowledge and skills in delivering high-quality PE.	Maintain the Move More Core Membership. Employ a specialist Move More coach to deliver PE lessons, provide staff CPD and run an after-school club. Employ a specialist dance coach to deliver PE lessons, provide staff CPD and run an after-school club.
To broaden children's sporting experiences and increase participation in physical activity.	Hire a climbing wall to provide children with access to a unique activity that develops confidence, resilience and physical skills. Continue to offer a wide range of sporting opportunities through Move More festivals, competitions and enrichment activities.
To increase opportunities for outdoor learning and physical development.	Employ a forest school leader to deliver high-quality Forest School sessions for all pupils and provide staff training. Fund Forest School Leader training for a member of staff to ensure long-term sustainability of provision.
To increase physical activity levels and engagement during breaktimes and lunchtimes.	Continue to employ a play leader to organise structured physical activities, develop playground games and encourage active play for all pupils.

To continue providing inclusive opportunities for all pupils, including SEND and less active children, to engage in sport and physical activity.	Access Move More competitions, festivals and enrichment opportunities that cater for a wide range of abilities and interests, ensuring all children have opportunities to participate and succeed.

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?
Improved quality of PE teaching and increased staff confidence in planning, delivering and assessing PE. Sustainable improvement through enhanced staff expertise.	Staff voice surveys, monitoring of PE lessons, pupil voice, CPD records and increased confidence observed by the PE lead.
Children develop greater competence, confidence and enjoyment in a range of physical activities and sports.	Pupil voice, lesson observations, assessment data and increased participation in PE lessons and clubs.
Increased participation in competitions, festivals and extracurricular activities, including by SEND pupils and less-active children.	Registers from clubs, festivals and competitions, participation data and records of SEND involvement.
Broader experiences for all pupils through access to new and varied activities.	Evidence of participation in climbing wall sessions, dance, Forest School activities and external sporting events.
Increased physical activity and positive behaviour during lunchtimes.	Observations, pupil voice and increased participation in organised playground activities.
Increased awareness of healthy lifestyles and lifelong participation in physical activity.	Pupil questionnaires, increased uptake of sporting opportunities and engagement in active play.
Sustainable Forest School provision embedded within the school.	Successfully trained Forest School Leader in school, staff confidence, continuation of sessions beyond the funding period and Forest School planning records.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Staff confidence and subject knowledge in PE have improved.	Staff surveys, CPD records, lesson observations and PE monitoring evidence.
Children have demonstrated improved physical competence and confidence across a range of activities.	Assessment information, pupil voice and lesson observations.
Participation in clubs, festivals and competitions has increased.	Registers, participation figures and records of events attended.
Children have engaged enthusiastically with new activities such as climbing and Forest School.	Photographs, pupil voice, attendance records and staff observations.
Lunchtime activity levels have increased and children are more engaged in active play.	Play leader records, observations and behaviour data.
Sustainable improvements established through staff training and leadership development.	Forest School qualification achieved, staff-led provision in place and long-term curriculum planning.