

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 2024/2025.

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

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>A high-quality PE curriculum package was purchased to ensure that the curriculum is carefully sequenced across all year groups. This supports progressive skill development, builds on prior learning, and ensures a coherent structure aligned with the national curriculum. The resource enables staff to deliver consistent, well-planned lessons that meet the needs of all pupils.</p> <p>External professionals with a high level of expertise were brought in to deliver high-quality PE sessions and model outstanding practice. Their involvement not only enhanced the pupils' experience through engaging</p>	<p>Feedback from both staff and pupils has confirmed the impact: staff report increased confidence in delivering high-quality lessons, while pupils have expressed greater enjoyment and understanding of the skills being taught.</p> <p>Staff reported increased confidence and subject knowledge as a result of working alongside skilled practitioners, and pupils consistently fed back that the sessions were enjoyable,</p>	<p>One challenge this year was attendance at certain external sporting events and competitions. Although we were keen to provide a wide range of opportunities, participation was limited in some cases due to the high cost of transport to venues.</p>	<p>We know this was a barrier through staff planning discussions and budget reviews, and it was disappointing not to be able to take full advantage of all opportunities available.</p>

<p>and well-structured lessons, but also provided valuable CPD for staff through team teaching, observation, and mentoring. This approach supported staff in developing their subject knowledge and confidence, leading to more effective and sustainable PE delivery across the school.</p> <p>A range of after-school sports clubs were arranged to support pupils' interests and personal development. These clubs offered opportunities for all children to engage in physical activity beyond the school day, encouraging active lifestyles, developing teamwork and resilience, and fostering a love of sport. Pupil participation was high, and feedback indicated strong levels of enjoyment and sustained engagement</p>	<p>motivating, and helped them improve their skills</p> <p>Staff observed improved focus and confidence among pupils who regularly attended clubs, and several parents provided positive feedback about their children's increased motivation.</p>		
---	--	--	--

Intended actions for 2025/2026

What are your plans for 2025/2026?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Attend suitable CPD for PE</p> <p>To increase the enjoyment, consistency and organisation of activities during play and lunch time, peer to peer led.</p> <p>Children to have access to high quality professional coaching and teaching, as well as access to extra activities and competitions.</p>	<p>PE lead to source appropriate CPD and support staff.</p> <p>To use external expert support to train and enhance provision led by upper KS2 pupils and staff to deliver organised sporting activities and games.</p> <p>Using the Durham and Chester-Le-Street SSP SLA to ensure competition involvement, after school clubs and high quality CPD for staff.</p>

Expected impact and how 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?
<p>Improved confidence, subject knowledge and consistency in PE teaching. Better quality and engagement in PE lessons.</p> <p>Increased physical activity during breaks, better organisation, more positive behaviour and leadership skills among pupils.</p> <p>Greater pupil participation in sport, improved skills and enthusiasm, increased access to competitive sport for all abilities.</p>	<p>Evidence will be found from:</p> <p>Staff feedback. Lesson observations, before and after. Pupil engagement/participation rates in PE. Staff audit of confidence before/after training. Photos or videos of improved lessons, where appropriate.</p> <p>Playtime behaviour (improved behaviour noted by staff). Surveys or informal feedback from pupils and staff. Timetables or rotas showing trained play leaders. Photos of children participating in structured games. Pupil voice. Number of children involved in activities.</p> <p>Registers of club/competition attendance. Pupil questionnaires or voice about clubs/coaching. Coach feedback or assessments. Photographs and certificates from events. Breakdown of participation by year group/gender/PP/SEND.</p>