



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 2024/25.
- 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 2025/26

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Using the funding to support the development of all staff. Allowing teachers and teaching assistants to observe the teaching of PE.</p> <p>Held our first ever fixture against a local primary school. Parents and children were incredibly complimentary.</p>	<p>Observations in PE lessons showed that children were engaged with high quality teaching and learning.</p> <p>Staff felt confident delivering the lessons to their classes.</p>	<p>We didn't attend as many sporting fixtures as we would have liked. We would have liked a bigger presence for Grace Cook around local schools and sports competitions.</p>	<p>Children's feedback after the initial feedback was that they wanted more. Parents also expressed this same desire through informal conversation.</p>

Intended actions for 2025/26

What are your plans for 2025/26?

How are you going to action and achieve these plans?

Intent

Implementation

To increase participation in local events, tournaments and fixtures.

To use some of the budget to become members of the Gipping Valley and School Sports Partnership. This will give access to a number of different tournaments and festivals throughout the year.

To broaden sporting experiences for all pupils by introducing a wider range of sports.

This can be done in a number of ways. Attending festivals that are of less common sports i.e. Boccia. Also, by running a multi-sports extracurricular club that will give opportunity for children to participate in less familiar sports or sports they do not currently have access to either.

To increase the range of equipment on offer to staff.

Using the budget will allow us to increase the equipment that our children have access too. This will also link with the above target, giving children access to a wider range of sports and clubs.

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?

The impact of these targets and initiatives is to increase children's participation and engagement in physical activity. Increased range of equipment will give greater opportunities for extracurricular clubs, as well as lunchtime offers. Children should have access to a sport, or game, which is of their particular interest and needs. The development of this will also allow for an increase in social and emotional skills. Team games, or individual sports, will help to promote the values of teamwork, communication and resilience. Skills like this are valuable not only for sports, but also for within the classroom.

We will be able to track the number of children who have participated in different festivals and tournaments. This will allow us to cover a range of different pupils and needs, ensuring all children have access to these events.

We will also be able to monitor clubs in the same way. Ensuring that a variety of children and pupil groups are attending extra-curricular clubs.

After some time rolling out these initiatives, we can use pupil voice to gain an idea of how children are feeling about lunchtimes, PE lessons, festivals and clubs. This can then help us improve our provision for the upcoming year, based on pupil interests and their needs.

Connecting with local clubs from the community will allow us to promote what they have to offer. If children have a desire to participate in a particular sport, we can use our links to help children to pursue this beyond school.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?

Children mostly seem to be enjoying and engaged in their PE lessons. They are enjoying learning fundamental skills, working on coordination, fitness, and movement. These skills will be the basis of attacking and defending games, invasion games etc. in future lessons.

PE lesson observations have shown the element of enjoyment and engagement. Children talk confidently about the elements of PE that they like and dislike.

Children are engaging in tournaments and festivals already. Children have enjoyed participating in these tournaments and are already asking for further tournaments to sign up to and be a part of.

Children and parents talk positively about the festivals we have attended, showing a willingness to bring their children along and watching their children participate.