

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

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
• CPD provided by external coaches in order to support confidence and competence of staff (£5,460). • Subscription to imoves in order to support staff to teach good quality PE, and ongoing support for this (£800). • Sports Coaches to provide lunchtime clubs for targeted pupils (£9,585).	• Arrange coaching staff to teach children in Years 1-6, supported by teaching staff so they can engage in CPD. • Subscribe to imoves and share with staff. Provide CPD to staff where necessary to support use. • Arrange lunch time clubs, and identify target children to coaching staff.

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?
• Increased confidence, knowledge and skills of teaching staff through ongoing CPD opportunities, enabling them to deliver high-quality PE lessons independently in the future. • Improved quality and consistency of PE provision across Years 1–6 through staff working alongside qualified coaches and accessing resources such as imoves. • Enhanced pupil engagement, enjoyment and participation in physical activity through a broader range of high-quality PE lessons and lunchtime clubs. • Increased physical activity levels and opportunities for targeted pupils, helping to improve fitness, wellbeing, confidence and social skills. • Sustainable improvement in PE teaching through staff access to imoves resources, shared planning materials and increased expertise gained from coaching support. • Greater inclusion and participation of identified target children through tailored lunchtime club provision, helping to reduce barriers to engagement in physical activity. • Long-term capacity building within the school, ensuring that staff can continue to deliver effective PE and active learning opportunities beyond the period of coaching support.	• Staff confidence and competence in delivering PE will increase, evidenced through staff surveys, questionnaires, lesson observations and feedback following CPD opportunities. • Teaching staff will demonstrate greater use of imoves resources within PE lessons and active learning across the curriculum, evidenced through planning documents, lesson observations and staff feedback. • Pupil engagement and participation in PE lessons will improve, evidenced through pupil voice surveys, lesson observations and increased levels of active participation. • Target pupils will demonstrate improved confidence, physical skills and engagement in physical activity, evidenced through teacher observations, pupil feedback and participation data. • PE lessons will show improved quality and consistency across the school, evidenced through monitoring activities, learning walks and lesson observations. • Staff will increasingly take ownership of PE delivery, demonstrating the sustainability of the programme through reduced reliance on external coaches over time.

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 increased through working alongside specialist coaches and accessing CPD opportunities, resulting in improved delivery of PE lessons. • Teachers are making effective use of imoves resources to support PE and active learning, providing a sustainable bank of lesson materials that can be used year after year. • Pupils have demonstrated increased enthusiasm, participation and enjoyment in PE lessons and physical activity opportunities. • Target children have shown increased confidence, improved social interaction and greater willingness to participate in physical activity. • The quality and consistency of PE provision across the school has improved through shared practice, coaching support and ongoing professional development. • Staff are better equipped to plan and deliver high-quality PE independently, reducing reliance on external providers and ensuring long-term sustainability. • A culture of physical activity has been strengthened across the school, with increased opportunities for children to be active and engaged in healthy lifestyles.	• Staff questionnaires, feedback forms and CPD evaluations showing increased confidence and competence in delivering PE. • Lesson observations, learning walks and monitoring records demonstrating improvements in the quality of PE teaching. • Planning documents and curriculum records showing the regular use of iMoves resources across year groups. • Pupil voice surveys and discussions highlighting increased enjoyment, confidence and engagement in PE and physical activity. • Teacher observations and assessment records showing improvements in pupils' physical skills, confidence and participation levels. • Records of staff working alongside coaches and evidence of teachers independently delivering PE lessons following CPD support.