



# PE Funding

## Evaluation Form



Department  
for Education



Commissioned by



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## 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.*

**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?
1. Consolidation of PE subject leadership	<p>Clear long-term vision and action plan in place for PE development.</p> <p>Improved confidence among staff through CPD led by specialist teacher.</p> <p>Regular monitoring, children questionnaires, staff support, and evidence of impact on teaching quality.</p>	<p>1. Limited assessment and tracking of progress</p> <p>2. Missed opportunities for cross-curricular links and health education</p>	<p>Lack of recorded assessment data or unclear pupil progress across year groups.</p> <p>Rolling curriculum is discrete to PE and no links are made.</p>
2. Strong curriculum	A well-structured PE		

<p>coverage and progression</p>	<p>curriculum map ensures all key skills and sports are covered across year groups.</p> <p>Pupils building on prior knowledge and demonstrating clear skill progression.</p>		
<p>3. Effective use of sports premium funding</p>	<p>Investments in equipment, staff training, or specialist coaches show measurable impact.</p>		



3. Ensure PE is inclusive and accessible to all pupils, including SEND.

school and beyond.

Plan lessons with adapted equipment, roles, and scaffolding where needed.

Provide targeted support or interventions for pupils with specific needs.

Promote a non-competitive ethos where personal bests are celebrated.

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>1. Increased engagement and enjoyment in physical activity, leading to long-term positive attitudes toward healthy lifestyles.</p> <ul style="list-style-type: none"> <li>- Fostering a positive culture where PE, sport, and physical activity are valued across the school community.</li> </ul> <p>2. Greater inclusivity, ensuring all children, including those with SEND or less active pupils, feel successful and supported in PE.</p> <p>3. Improved physical health and fitness across all pupils through regular, high-quality PE.</p> <ul style="list-style-type: none"> <li>- Investment in equipment and resources that benefit pupils over time, not just for short-term gain.</li> </ul>	<p>Pupil voice surveys and informal feedback show positive attitudes toward PE.</p> <p>High participation rates in lessons and extracurricular activities.</p> <p>Fewer behaviour issues or disengagement during PE time.</p> <p>All children, including those with SEND or low confidence, are participating fully in lessons.</p> <p>Differentiated planning and lesson observations demonstrate access for all.</p> <p>Improved physical health and fitness</p> <p>Pupil feedback indicating improved confidence and physical ability.</p>

Expected impact and sustainability will be achieved

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Pupils are more engaged in PE lessons and show greater enthusiasm, leading to more active participation and improved behaviour.</p> <p>Physical skills and fitness levels have improved, with children showing better coordination, stamina, and confidence.</p>	<p>Pupil voice surveys and informal feedback reflecting enjoyment and engagement in PE.</p> <p>Lesson observations demonstrating consistent quality and inclusivity.</p> <p>Progression in skills, fitness levels, and pupil confidence.</p> <p>Pupil voice surveys reflecting on their skills, fitness and increased confidence.</p>