

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

Review of last year

What went well?	How do you know?	What didn't go well?	How do you know?
PE assistant setting up zoned lunch times for active play and range of sports. PE assistant supporting with resourcing PE equipment to enable more teaching time for teachers. Real PE program taking a holistic approach, promoting inclusivity in PE lessons. Health weeks – promoted daily exercise in a range of traditional/non-tradition and competitive/non-competitive activities, facilitated by visiting professionals (who led workshops) and school staff. Ensuring the inclusivity of sports, such as Power2Inspire. Staff CPD through shared/ team teaching or use of coaches. Sports days successful, particularly due to the involvement of older pupil sports leaders and the use of local park. New after school sports opportunities– football & tennis – linked to local facilities available. Range of children taking part in a whole school multi-skills competitions and local partnership schools events. Competitions attended for variety of sports (hockey, tag rugby, football).	Lunch times were active – variety of sports and active games being played. Pupil voice indicated positive lunch times. Active and engaged participation of all children during PE lessons using Real PE approach. Celebration of sporting achievements in assemblies. Staff reported learning a lot from external coaches (hockey & tennis) and the use of peer- and team- teaching / coaching to support PE teaching confidence and ability. Feedback from health weeks – including use of local park – very positive from parents/ carers and pupils. Pupil voice showed enjoyment of leading school competitions (such as multi-skills) as well as external competitions.	Variety of extra-curricular clubs was limited – due to space and uptake. Competitive sports not easy to find or staff taking to events and therefore participate in.	Parent voice through governor questionnaire indicated desire for more extra curricular clubs. Pupil voice stated desire for more competitions, particularly boys' football (girls' football had happened).

Intended actions for 2026/27

What are your plans for 2026/27?	How are you going to action and achieve these plans?
Intent	Implementation
Increasing all staff's confidence, knowledge and skills in teaching PE and sport: Teachers are supported to deliver quality-first teaching of PE and provided CPD where needed. Coaches to give teachers additional CPD and extend links with local clubs. PE curriculum is progressive in skills and knowledge and comprehensive in coverage, including the delivery of REAL Dance and REAL Gym. Ensure equipment is refreshed and fit for purpose. Increasing engagement of all pupils in regular physical activity and sport: Strengths and areas for development are identified in PE teaching and learning to target specific needs going forward. Pupils are regularly involved in a variety of physical activity. Lunchtime provision extends to more diverse activities, which includes Year 6 pupils facilitating clubs and activities during lunch times for younger children (sports leaders). Inspire younger children with older students modeling enjoyment and ability in sport. Raising the profile of PE and sport across the school, to support whole school improvement: Promote participation in extra-curricular activities outside of in-school extra-curricular options. Pupils understand the importance of physical health, impacting mental well-being and academic focus.	Increasing all staff's confidence, knowledge and skills in teaching PE and sport: Timetabling to enable in-house CPD with teachers with PE expertise and REAL PE online CPD. Local coaches (including PE specialists from local Secondary Schools) timetabled to come into school. Time for PE lead to monitor PE curriculum and to source links for CPD through Association for PE and Real PE and cascade own training to other staff. Audit of PE equipment and purchase of new resources needed. Increasing engagement of all pupils in regular physical activity and sport: Monitoring of PE teaching and learning, focusing on assessment, by PE lead. Staff encouraged to promote pupil physical activity, in addition to PE lessons, through 'brain breaks', mile a week, extra lunch clubs such as badminton. Sports Leader training into the Autumn PE curriculum for Year 6, so that Year 6 feel confident to lead clubs for younger children. Continue link with local school sixth formers to support in PE lessons. Raising the profile of PE and sport across the school, to support whole school improvement: Weekly celebration assembly sharing of certificates/ medals/ achievements of children in different sports e.g. swimming, martial arts, cross-country, led by PE lead to raise profile of PE. Annual health week, exploring all aspects of health, including physical, mental, personal safety.

Intended actions for 2026/27

Pupils recognize the variety of ways that physical activity can be linked to positive mind set. Offer a broader and more equal experience of a range of sports and physical activities to all pupils: PE curriculum is progressive in skills and knowledge and comprehensive in coverage, including the delivery of REAL Dance and REAL Gym. Extra-curricular activities are varied and balanced and provide links to develop physical activity further in local clubs and centres. Ring-fence time annually to taster sessions on site for different physical activities. Pupil voice shapes the provision and implementation of different clubs. All children leave Year 6 able to swim 25 metres. Increase participation in competitive sport: All pupils have an annual opportunity to participate within an in-school competitive event. All pupils leave Year 6 having participated in a competition or sports festival external to school.	Disco Dance Fridays and one-off workshops (e.g. skipping) to enable social activities and positive minds. Offer a broader and more equal experience of a range of sports and physical activities to all pupils Time for PE lead to monitor PE curriculum and to source links for CPD through Association for PE and Real PE and cascade own training to other staff. Run extra-curricular activities in 10-week blocks, to ensure that there can be variation in activities, and ensure that activity providers are local with further opportunities. Annual health week set up to ensure taster sessions from local providers e.g. judo, tennis. Well-being team conducts pupil voice surveys to shape the provision of activities in school. Fund catch-up swimming for Year 5 & 6 in the summer term. Increase participation in competitive sport: Year 6 sports leaders organize two multi-skills events annually. PE lead uses local school partnerships and sports providers to source external competitions.
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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?
Increasing all staff's confidence, knowledge and skills in teaching PE and sport: All teachers deliver quality-first teaching of PE. Teachers can teach the sport independently after CPD with a coach-led sessions. Teachers are confident in the teaching and learning REAL Dance and REAL Gym. PE equipment enables quality-first teaching not to be limited by resources. Increasing engagement of all pupils in regular physical activity and sport: Clear area to next develop in PE revealed. Pupils are regularly involved in a variety of physical activity. Lunchtime provision includes diverse activities. Younger children are inspired to be physically active. Raising the profile of PE and sport across the school, to support whole school improvement: Increased participation in extra-curricular activities. Pupils understand the importance of physical health, impacting mental well-being and academic focus. Pupils recognize the variety of ways that physical activity can be linked to positive mind set.	Increasing all staff's confidence, knowledge and skills in teaching PE and sport: Learning walks and lesson observations by PE lead. Staff voice. Audit of PE equipment shows nothing is lacking. Increasing engagement of all pupils in regular physical activity and sport: Learning walks. Pupil voice – shows increased level of involvement in physical activity, diverse activities on offer at lunch times and talk positively about being physically active. Raising the profile of PE and sport across the school, to support whole school improvement: The range of sports achievements celebrated on Friday assemblies (photos). Pupil voice/ surveys indicate the amount and variety of extra-curricular activities enjoyed, an understanding that physical health impacts mental well-being and academic focus & and that physical activity can be linked to a positive mind set.

Expected impact and sustainability will be achieved

Offer a broader and more equal experience of a range of sports and physical activities to all pupils:

PE curriculum is comprehensive in coverage, including REAL Dance and REAL Gym.

Extra-curricular activities are varied and balanced and links are strengthened to local clubs/ centres.

Children annually experience taster sessions on site for different physical activities.

Pupil voice shapes the provision and implementation of different clubs.

All children leave Year 6 able to swim 25 metres.

Increase participation in competitive sport:

All pupils have an annual opportunity to participate within an in-school competitive event.

All pupils leave Year 6 having participated in a competition or sports festival external to school.

Offer a broader and more equal experience of a range of sports and physical activities to all pupils:

LTP and MTP show comprehensive range of coverage across the school and within each year group.

Club list from the year.

Record of different taster sessions run.

Pupil voice indicates their own impact in the provision of clubs.

Swimming data.

Increase participation in competitive sport:

List of events attended.

Calendar and diary dates of competitive sports.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Increasing all staff's confidence, knowledge and skills in teaching PE and sport: Teachers have more confidence in teaching PE. Teachers have the resources they need, set up in advance by PE assistant. Teachers have developed confidence due to coaches, peer coaching and involvement of local schools with specialism. Increasing engagement of all pupils in regular physical activity and sport: Lunch times are very active. Older children have led clubs for younger children. Office staff looking to expand active clubs for school e.g. tennis, football. Raising the profile of PE and sport across the school, to support whole school improvement: Lots of skipping and sports (tennis, basketball, hockey, football) at lunch times. Certificates very varied in celebration assembly (swimming, ice skating, martial arts etc.) Offer a broader and more equal experience of a range of sports and physical activities to all pupils: Activities after school offer free places for PP children. Increase participation in competitive sport: Need to develop this more – not on to list for competitive sports.	Increasing all staff's confidence, knowledge and skills in teaching PE and sport: Teacher voice during subject leadership meetings. Teachers able to assess PE progress/ attainment of students more confidently – see assessment grids. Increasing engagement of all pupils in regular physical activity and sport: Mile run recorded by Yrs 3, 4, 5 and 6. Year 6 clubs register. Photos of lunch times. After school clubs register. Raising the profile of PE and sport across the school, to support whole school improvement: Photos of lunch time. Skipping workshop photos. Photos of celebration assemblies. Offer a broader and more equal experience of a range of sports and physical activities to all pupils: Pupil voice. Swimming data.