

# 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 last year 2024/25

**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?
<ul style="list-style-type: none"> <li>• All pupils received 2 hours of timetabled PE each week using Get Set for PE.</li> <li>• Increased opportunities for active learning across the curriculum.</li> <li>• A broad range of after-school sporting clubs offered, with positive parental and pupil feedback.</li> <li>• Targeted PP, SEND and vulnerable pupils received free club places, increasing participation.</li> <li>• All KS2 classes accessed intensive swimming lessons; outcomes tracked via Swimphony.</li> <li>• Whole-school intra-competitions embedded across KS2.</li> <li>• School Games Award maintained.</li> <li>• Regular reporting through newsletters, website updates, pupil-led assemblies and celebration events.</li> <li>• Certificates introduced to celebrate participation, with values linked to each term.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff timetables, observation notes and pupil voice.</li> <li>• Club registers, parent feedback, newsletters.</li> <li>• Swimming data collected via Swimphony.</li> <li>• Evidence of intra-school competitions in newsletters and weekly updates.</li> <li>• School Games Award confirmation email.</li> <li>• Pupil-led assemblies and digital leader reports.</li> <li>• Photos, displays and feedback from pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Some planned role-model workshops could not be booked due to expense.</li> <li>• Desire for pupils—rather than adults—to lead sports news updates more regularly.</li> </ul>	<p>Staff/pupil feedback.</p> <p>Challenges sourcing affordable whole-school workshops.</p>

## Review of last year 2024/25

- Partnerships established with local role models, including Arsenal in the Community.
- Assessment boards enabled peer/self-review and target setting.
- Increased visibility of awards and trophies across school.
- Enhanced lunchtime and breaktime activity, including personal challenges..

## Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>• Ensure all pupils receive 2 hours of high-quality PE teaching each week.</li> <li>• Embed active learning approaches across the curriculum.</li> <li>• Provide a varied programme of after-school clubs, ensuring access for PP, SEND and vulnerable pupils.</li> <li>• Continue intensive swimming programme for all KS2 classes.</li> <li>• Strengthen whole-school competitions through regular intra-school events.</li> <li>• Maintain or improve the School Games Mark.</li> <li>• Increase pupil leadership in PE (assemblies, news reporting, digital leaders).</li> <li>• Celebrate participation and achievement through certificates, values awards and pupil-led events.</li> <li>• Provide high-quality role-model workshops where possible.</li> <li>• Improve assessment and self-evaluation opportunities for pupils.</li> <li>• Enhance breaktime and lunchtime structured activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole-school timetabling to secure 2 hours of PE per class.</li> <li>• Use <i>Get Set for PE</i> to ensure clear progression and high-quality lessons.</li> <li>• Weekly CPD for staff from Arsenal in the Community, alternating class teachers to maximise reach.</li> <li>• PE Lead to work closely with SLT to monitor lessons, support planning and facilitate team-teaching.</li> <li>• Order new playground equipment to support structured lunchtime activities.</li> <li>• Introduce activity stations and personal challenge boards accessible at lunchtime.</li> <li>• Swimming and Bikeability booked in advance for full coverage across KS2.</li> <li>• Regular communication through newsletters, assemblies and website updates.</li> <li>• Survey families and pupils to shape the sports provision and identify new club opportunities.</li> <li>• Attend local PDM meetings to remain updated on best practice and borough competitions.</li> <li>• Identify and book competitions and festivals, ensuring opportunities for all pupils—including reluctant or less confident participants.</li> <li>• Increase proportion of PE Premium allocated to high-quality equipment and sustainability-focused purchases.</li> </ul>

## Intended actions for 2025/26

- Continue to raise staff confidence and subject knowledge in PE.
- Strengthen subject leadership through SLT support and targeted CPD.
- Expand staff knowledge of a wider range of sports and activities.
- Introduce planned physical activity in breakfast and wrap-around care.
- Renew and improve playground equipment to support structured activities.
- Continue work on childhood obesity interventions through increased daily activity.
- Deliver Bikeability for Years 3 & 5 and balance-bike training in Reception and Year 1.
- Engage pupils in community SEN sporting opportunities.
- Maintain TfL Stars Award.



## 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?
<ul style="list-style-type: none"> <li>• Improved staff confidence and subject knowledge, leading to consistently Good or better PE lessons.</li> <li>• Stronger participation and attitudes towards PE, particularly for targeted groups.</li> <li>• All pupils accessing 2 hours of weekly PE, verified through timetables and monitoring.</li> <li>• Increased extra-curricular participation, tracked through registers and pupil voice.</li> <li>• Sustained whole-school engagement in competitions, physical activity and active learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations and staff feedback.</li> <li>• Pupil surveys, family surveys and participation data.</li> <li>• Club registers and competition attendance logs.</li> <li>• School Games Mark submission.</li> <li>• Evidence displayed in newsletters, assemblies, website updates and monitoring records.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?