



PE Funding Evaluation Form

2025 - 2026


Commissioned by
Department
for Education

Created by  Association for
Physical
Education

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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 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?
Employing a member of staff to support the sports captains for better lunchtime provision.	Feedback from staff around the school on how competent the children were, especially in lower school. Playtime equipment is more organized and managed by the leaders, thus playtimes is a better experience for most children. Children knew what they were doing as days were put on a Rota. The profile of the sports captains has risen around school as children are more familiar with seeing them in action.	Attendance of after school clubs dipped. Using the same provider meant children became easily bored and lacked motivation. In addition to this having clubs on the day of their PE session often meant children were tired. The same children attended term by term, thus not appealing to a wide variety of participants.	Numbers on the register waned as the year went on and consistency of attendance varied. After school sessions run by community groups did retain numbers and consistent attendance.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> 1. To consolidate consistency of attendance at afterschool clubs and offer a broad range of opportunities 2. Tie in OPAL with the PE strategy and action plan 3. To have a good understanding of the physical capabilities of the EY children 	<ol style="list-style-type: none"> 1. Review after-school club provision. Look for a range of sporting provision and extend opportunities for pupils. Use provider strengths to deliver the most appropriate activities. Involving community providers 2. Assist with the implementation of the OPAL strategy. Sports captains training, role allocations and weekly meetings 3. To set up the EY screening programme with RESSP. Completion of EY screening, analyse results and set up interventions within PE time to address areas of development. Liaise with nursery to share ideas for development in reception.

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?
<ol style="list-style-type: none"> 1. Links to the wider community. Promote health for life and introduce children to community groups. Impact of charging extracurricular activities, types of children, engagement of children. 2. Sports captains leading on activity areas and taking responsibility for equipment and planning. Activity zones with ideas and staff trained to support each area. 3. Development of core skills throughout the year, starting skill development with nursery. Having the whole year to see improvement. CPD for staff to develop their understanding. 	<ol style="list-style-type: none"> 1. The numbers of children attending new/ different children. Feedback from children / parents/ providers. 2. Successful engagement and active pay within each activity zone. Regular meetings for feedback. 3. Feedback and observation of staff, re testing children to see any improvement.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?