



PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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 to 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? |
|---|--|--|--|
| <p>Training and CPD to support inclusive PE sport and physical activity provisions.</p> <p>Supporting participation in extra-curricular opportunities or competitions.</p> <p>Top-up swimming lessons for pupils requiring additional assistance.</p> <p>Specialist equipment and resources for children with SEND. Insight and data capture to better understand and support these pupils.</p> <p>Platinum School Games Award for sport</p> <p>High participation in SGO ran competitive events.</p> <p>High participation in SGO ran festival events.</p> <p>High participation in SGO ran SEND events.</p> | <p>Supporting participation in extra-curricular opportunities or competitions.</p> <p>Specialist focused activities for girls.</p> <p>Community club engagement or pathways for girls.</p> <p>Increase in pupils' physical activity levels.</p> <p>Increase in the number of pupils participating in school sport.</p> <p>Increase in the number of pupils participating in extra-curricular activities.</p> <p>Increase in staff completing training and CPD.</p> | <p>PPG pupils taking up sporting club offers even though funding is offered.</p> | <p>Clubs are monitored and we see that the majority of our PPG children are not attending.</p> |

Intended actions for 2025/26

| What are your plans for 2025/26? | How are you going to action and achieve these plans? |
|--|--|
| Intent | Implementation |
| <p>Use of observation forms to look at impact of Complete P.E scheme Continue to improve offering of Outdoor and Adventure curriculum Investigate different ways to encourage pupils to be more active during lessons Increasing the profile of orienteering with competitions Push clubs PPG children to be involved in a more active lifestyle More club provision provided for children to be involved in a wide variety of sports. Teach Active to help raise profile and benefits of being active Teddy Tennis CPD Athletics CPD for Years R,1,2 Cricket CPD</p> | <p>Use of PE premium to cover P.E leads to observe good practice Investigate the use of technology to increase the appeal of orienteering and look for competitions outside of school Continue to target PPG children by email, letters etc. to try and increase their activity levels. Continue to look at other sports that might appeal to other children who are not interested in more traditional sports. Contact outside providers such as mini athletics/Surrey cricket to provide expert CPD for staff.</p> |

Actual impact/sustainability and supporting evidence

| What impact/intended impact/sustainability are you expecting? | How will you know? What evidence do you have or expect to have? |
|---|---|
| <p>See how engaged/active pupils are during P.E lessons and staff confidence. Use these observations to inform needs of staff CPD.</p> <p>Use of teach active lessons will increase pupils activity levels and mental well-being.</p> <p>The use of the CPD sessions within P.E will engage pupils even more in physical activity and provide pathways for children to pursue outside of school</p> | <p>Observations will show pupils being challenged and active in their P.E lessons.</p> <p>Use of pupil voice to see how pupils are enjoying/being challenged in lessons.</p> <p>Evidence is recorded and uploaded of CPD sessions for future use by teachers.</p> |