

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 2025/26.
- 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 2025/6

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?
• High-quality PE lessons delivered by qualified coaches across all year groups. • A wide range of extra-curricular clubs attracted high participation from pupils including SEND pupils. • All pupils had opportunities to participate in inter-school competitions and festivals. Participation was tracked and showed distribution among all pupil groups • Continued success in competitive sport at local, district and county level. • Inclusive sporting opportunities enabled SEN and disadvantaged pupils to participate and achieve success. • Outdoor learning, Forest School and Eco activities continued to develop pupils' resilience, confidence and teamwork. • Strong partnership with the Uttlesford School Sports Partnership provided specialist coaching, competitions and staff development opportunities. • Swimming provision remained strong, with pupils achieving high standards in water safety and swimming competency.	• PE assessment data shows the majority of pupils met or exceeded age-related expectations. • Registers demonstrate consistently high attendance at clubs and sporting events. • Participation records show all pupils accessed competitive and non-competitive sporting opportunities. • Success in competitions, including county-level events, demonstrates high standards and strong engagement. • SEN and disadvantaged pupils achieved success in inclusion events, improving confidence and self-esteem. • Pupil voice indicates high levels of enjoyment, confidence and motivation in PE and outdoor learning. • Parent feedback following Sports Days and sporting events was highly positive. • Swimming data shows all Year 6 pupils achieved the expected 25m standard and water safety requirements.	• Some clubs and activities attracted lower participation than others. • Demand for competitive opportunities continues to exceed the number of available places at some events. • Staff confidence varies across some areas of PE in particular swimming • A small number of pupils remain less active outside structured PE lessons and clubs. Sports day was rained off and then the heat prevented it running as a whole school event.	• Club attendance registers show variation in uptake between activities. • Event entry restrictions limited the number of pupils able to attend some competitions. • Participation tracking highlighted a small group of pupils requiring additional encouragement to engage in regular physical activity.

Intended actions for 2026/7

What are your plans for 2026/27?	How are you going to action and achieve these plans?
Intent	Implementation
1. Continue to provide high-quality PE opportunities and experiences. 2. Maintain and develop PE provision in time of lowered funding. 3. Increase levels of participation in PE, including for those who are more disadvantaged or vulnerable. 4. Continue to develop pupil leadership in sport (Key Indicators 2 & 4). 5. Provide a broad and inclusive extra-curricular sports programme (Key Indicators 2 & 4). 6. Maintain strong engagement with the Uttlesford School Sports Partnership (Key Indicators 3 & 5). 7. Maintain broad range of opportunities for competitive sport (Key Indicators 4 & 5) 8. Continue to promote inclusion and participation for SEND and disadvantaged pupils (Key Indicators 2, 3 & 5). 9. Develop outdoor learning and adventurous activities (Key Indicators)	• Continue to employ qualified PE coaches to work alongside teaching staff and deliver PE lessons across Reception to Year 6. Continue weekly swimming provision and ensure all classes receive two hours of quality PE each week. • Service and maintain PE equipment, playground markings, MUGA and outdoor activity equipment, where required. Purchase additional resources to support curriculum PE, clubs and active playtimes. • Continue lunchtime fitness activities, active play initiatives and structured games. Encourage daily physical activity through active challenges and movement breaks. • Continue to train Sports Ambassadors and Play Leaders to organise games and activities for younger pupils during break and lunchtime periods. • Offer a wide range of clubs including football, netball, cricket, tennis, athletics, golf, archery, cheerleading, dodgeball, cross-country and other emerging sports. Ensure opportunities are available for all age groups • Participate in competitions, festivals and development events. Use specialist coaches and partnership opportunities to enhance provision and increase participation. • Provide opportunities for all pupils to represent the school through festivals, competitions and intra-school events, ensuring broad participation across year groups. • Target specific events and clubs to encourage participation, confidence and success for all pupils, including Panathlon and other inclusive sporting events.

Intended actions for 2026/7

10. Further develop staff knowledge of sport, particularly for swimming.
11. Ensure all pupils leave Year 6 as confident swimmers (Key Indicator 2).
12. Promote wellbeing through physical activity (Key Indicator 2).

- Maintain Forest School and ECO provision. Continue outdoor learning opportunities that promote resilience, teamwork, independence and physical development
- Attend PE subject leader meetings, training courses and partnership CPD opportunities. Share best practice amongst staff to improve teaching and assessment.
- Continue swimming lessons from Year 2 onwards and provide additional support where needed to ensure pupils achieve the National Curriculum expectation of swimming 25 metres and understanding water safety.
- Continue to train staff to support the teaching of swimming wherever possible (courses being looked into).
- Use physical activity to support mental health, wellbeing, resilience and positive attitudes to learning through active clubs, outdoor learning and sports participation.

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?
Children inspired to participate in physical activity through events. Children achieve high standards in PE. Children develop life skills: determination, self-belief, teamwork, honesty, respect. Children representing their school develop a sense of belonging and pride. Sustainability- staff learning at events, sports coaches in school and USSP coaches helping with coaching in school- dance, multi-skills, cheer-leading. Children engaged in PE. Children more active. Sustainability- equipment accessible for future years. Children have greater concentration and focus in the classroom. Through forest school sessions, children to have improved resilience, independence, risk-taking, team-building, self-confidence and perseverance through outdoor challenges. SEN children to have more confidence to participate in competitive sport, raising self-esteem. Through scootering and Bikeability sessions, children to improve safety, awareness and scooting/cycling skills.	Tracking PE assessments using Sonar. Completion of sports tracker on Excel spreadsheet to evidence participation in physical activities and competitions. All children accessing high quality PE lessons and improve fitness levels. Success at sporting competitions- achieving success at level 2 and level 3 competitions. Monitoring of spreadsheets by PE staff to show all children will have participated in at least one event. All children will also participate in sports day. Pupil voice, discussion with children about PE, sports clubs and physical activities at playtimes to show evidence of enjoyment of PE. Children will show better understanding of different sports when attending events, during lessons and at competitions. Feedback from children following events. Lessons and extra-curricular clubs are well-resourced with sufficient, well maintained equipment. MUGA and trim trail are accessible and surface is safe to use. Teachers' feedback and assessment on concentration and focus in class. SEN children achieve success in competitive sport. Children able to scoot or ride bike safely and confidently. Children are proud of sporting achievements.

Actual impact/sustainability and supporting evidence

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