

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

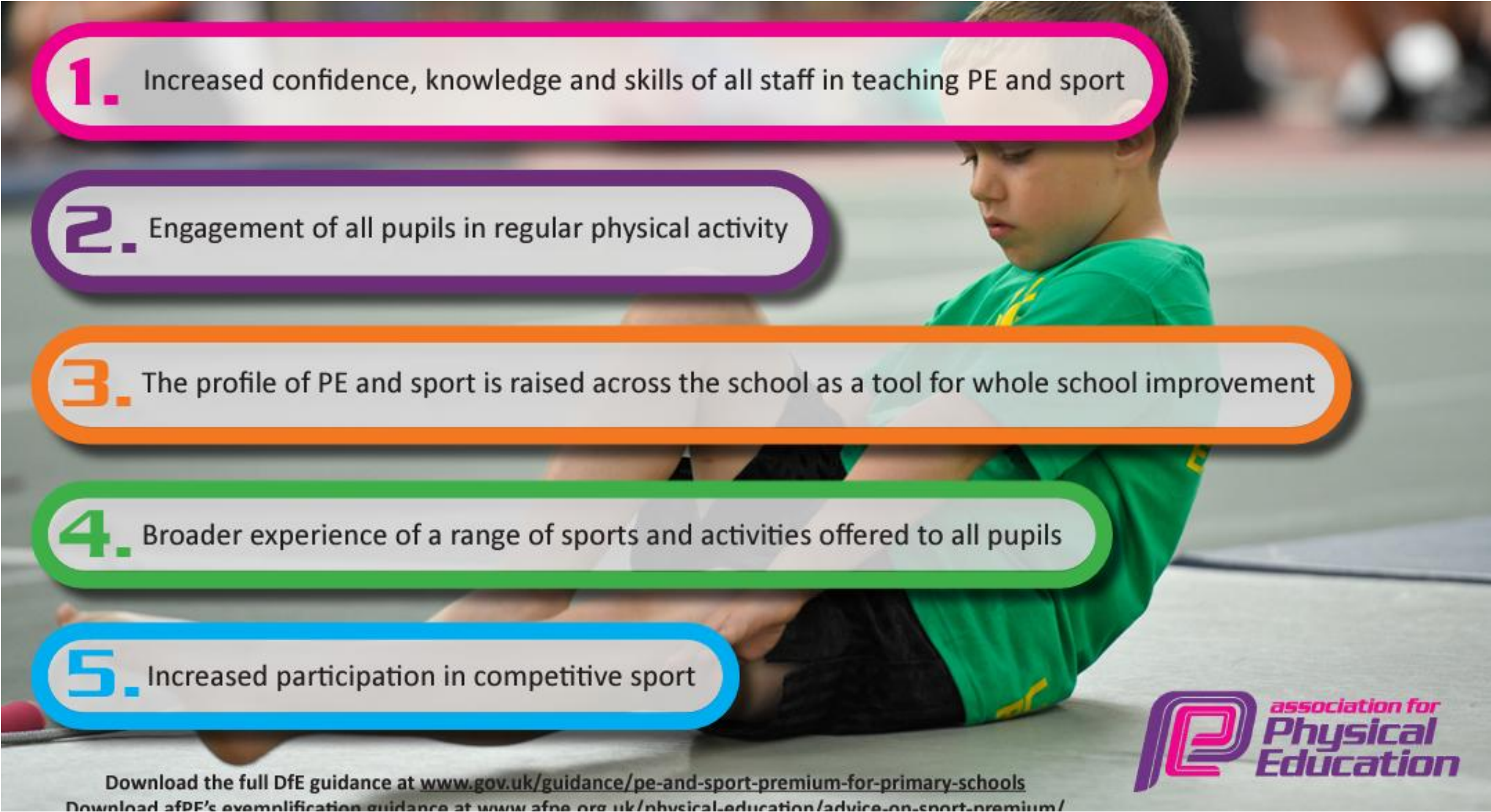
PE Funding Evaluation Form

- 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 2023/24.
- 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.



1. Increased confidence, knowledge and skills of all staff in teaching PE and sport

2. Engagement of all pupils in regular physical activity

3. The profile of PE and sport is raised across the school as a tool for whole school improvement

4. Broader experience of a range of sports and activities offered to all pupils

5. Increased participation in competitive sport

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/



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?
➤ Teachers' confidence levels improved ➤ More pupils involved in competitive sport (88% SEND) (86% whole school). ➤ Sports Awards evening – celebrating pupils' performances and experiences in PE ➤ Raising the profile of PE and sport at Henhurst	➤ Staff confidence/ knowledge audit (Sept 2024) ➤ Staff CPD, Gymnastics)06.01.25) ➤ Staff feedback survey from CPD (06.01.25) ➤ Feedback from sports awards evening from parents, pupils and staff ➤ Event participation records ➤ Weekly newsletters ➤ Sports Harriers	➤ Pupils developing substantive and declarative knowledge to be able to support their understanding ➤ Consistency of a PE lesson – what I look like, progression/ scaffolding within the lesson ➤ Gaps in resources/ equipment to be able to deliver PE lessons ➤ Links with local clubs – there is more opportunity to take this further and make clear links with clubs.	➤ Lesson observations ➤ Staff feedback ➤ Number of children progressing to clubs

Actual impact/sustainability and supporting evidence

<i>Intended</i>		<i>Expected</i>		<i>Actual</i>	
<i>Plans for 2025/26 (intent)</i>	<i>How are you going to action/achieve? (implementation)</i>	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?	What impact/sustainability have you seen?	What evidence do you have?
Strengthen links with local community sports clubs. 2,4,5	Develop partnerships with local sports clubs for workshops and taster sessions. Create information packs for parents on local clubs and activities. Work with the local SGO/ sports partnership to find links where they are unknown.	Increased awareness and sign-up rates to community sports clubs. Enhanced pathways for students to continue sport outside of school. Increase in the number of pupils achieving 60 active minutes.	Track the number of pupils part of sports clubs at the start of the year and track again at the end of the year. Monitor the number of pupils joining local sports clubs post events. Feedback from parents regarding the information provided.		
Greater digital integration in PE and school sport 1, 2, 3	Introduce video analysis feedback as part of lessons for skill development. Set up class challenges or goals based on step counts or active minutes. Record pupils performing key skills (e.g., gymnastics, athletics). Use video playback for self-assessment and peer	Pupils take ownership of their progress and enjoy seeing improvements. Increase participation and excitement. Pupils have a greater understanding of movement and technique through visual feedback. Progress tracking supports reporting	Pupil engagement and feedback Video analysis usage Video/ photo examples Staff confidence		

Actual impact/sustainability and supporting evidence

Pupil leadership 2, 3, 4	feedback. Staff use video to highlight technique improvements and areas for development.	Builds digital literacy alongside physical development.			
	Select and train pupils to lead structured play during break/lunch times. Provide leadership training sessions focusing on communication, inclusion, and safety.	Pupils feel ownership over PE and sport, leading to higher participation and enthusiasm. More inclusive and varied activities during unstructured times. Pupils gain confidence, teamwork, and communication skills. Positive peer relationships fostered through pupil-led activities.	Pupil voice and feedback Behaviour and engagement during unstructured times Staff feedback Activity logs		
Consistency of routines within a PE lesson 1, 2, 3	Reintroduce the 'Recap, Today, Advance' structure by providing CPD sessions to embed the routine across all year groups. Encourage pupils to use the language of "Recap, Today, Advance" when discussing their learning.	Pupils understand the structure and expectations of each lesson, leading to smoother transitions and better focus. Regular recapping reinforces knowledge and skills, supporting long-term retention.	Lesson observations Staff feedback Pupil voice Progress tracking		

Actual impact/sustainability and supporting evidence

	Ensure whiteboards are placed in PE spaces for staff to easily use.	Pupils have an opportunity to learn and develop their substantive and declarative knowledge. Pupils feel more involved in their learning journey and can articulate progress more confidently. Routine becomes embedded in PE culture, supporting long-term improvements in teaching and learning.			
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