

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?
• Successful introduction of OPAL (Outdoor Play and Learning), transforming lunchtimes and playtimes into more active, inclusive, and creative experiences for all pupils. • Continued participation in a wide range of sports competitions, with SEND pupils actively included. • The <i>Daily Mile</i> sustained across the whole school, supporting daily physical activity and fitness. • <i>Forest School</i> continued weekly for Reception children, developing physical, social, and emotional wellbeing. • A wide range of sports taught through <i>Elite Community Coaching</i>, with positive pupil engagement. • Growth in after-school club participation, with new activities offered.	• OPAL observations and lunchtime activity logs show pupils more engaged and active at break times. • Registers for competitions and clubs show higher participation compared to the previous year. • Feedback from staff, pupils, and parents highlights increased enjoyment and inclusivity. • Lesson observations and coach reports show skill progression and high lesson quality. • Pupil voice indicates enthusiasm for new opportunities (e.g., OPAL, clubs, competitions).	While data collection systems improved, they are not yet consistent enough across all areas (e.g., long-term fitness assessments still under development).	Participation tracking is stronger, but impact on fitness and health outcomes is not fully evidenced with measurable data yet.

Review of last year 2024/25

- Improved quality of PE lessons observed, with evidence of progression in skills and confidence.
- Initial steps taken to implement systems for measuring impact (tracking club attendance, competition involvement, and staff/pupil feedback)

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
• To further develop and refine systems for measuring the impact of PE, sport, and activity initiatives, including fitness assessments. • To build on the success of OPAL by embedding and extending provision across the whole school. • To sustain and expand Daily Mile, Forest School, after-school clubs, and competition opportunities. • To strengthen staff development in PE to ensure long-term sustainability and capacity. • To continue increasing opportunities for SEND and less active pupils to engage in sport.	• Embed consistent baseline and end-of-year fitness assessments for all pupils, analysed across the year. • Further develop OPAL by training staff and pupil play leaders, and expanding resources. • Maintain the Daily Mile as part of the daily routine in every class. • Continue Forest School provision for Reception, exploring ways to extend outdoor learning to other year groups. • Broaden the after-school club offer with activities to target less active groups. • Expand competition calendar, with increased focus on inclusive and SEND events. • Deliver staff CPD in PE and OPAL to ensure sustainability without reliance on external providers.

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?
• Robust evidence base for evaluating the effect of PE and sport initiatives on pupil fitness, wellbeing, and participation. • Pupils demonstrate measurable improvements in physical fitness, resilience, and activity levels. • OPAL embedded as a long-term approach, improving playtimes, behaviour, and overall school culture. • Daily Mile and Forest School sustained as part of the school's identity. • Increased inclusivity in sport, with SEND and less active pupils more regularly engaged. • Stronger staff capacity to deliver high-quality PE, ensuring sustainability of provision.	• Fitness assessment data showing progression. • OPAL impact measured through lunchtime observations, incident logs, and pupil voice. • Registers for clubs and competitions showing broad and inclusive participation. • Lesson observations and CPD records. • Case studies of SEND and less active pupils' engagement. • Parent and pupil surveys.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
• OPAL transformed lunchtimes, resulting in higher activity levels, reduced behaviour incidents, and improved inclusivity in play. • Increased participation in sports competitions, with SEND involvement sustained. • After-school clubs attracted strong uptake, with more variety available. • PE lessons delivered by sports coaches continued to be high quality, supporting progression and engagement. • Daily Mile embedded consistently, promoting physical activity across the whole school. • Forest School delivered weekly, with positive outcomes in resilience, teamwork, and wellbeing. Sustainability achieved • OPAL established with staff trained and resources in place, creating a sustainable approach to active play. • Daily Mile and Forest School now embedded and expected to continue long term. • Systems for monitoring participation are in place and can be developed further in 2025/26. • Growing culture of sport and activity evident through pupil enthusiasm, parental support, and staff commitment.	• OPAL playtime logs, lunchtime incident records, and pupil surveys. • Registers from clubs, competitions, and Daily Mile participation. • Staff and pupil feedback. • Photographic and observational evidence from PE lessons, Forest School, and events.