

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 2024/5

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?
The PE and Sport Premium funding has continued to enhance participation and performance in sport across the school. One key highlight this year was the success of our girls' football team, who progressed through to the County Finals—a significant milestone that reflects both the increased opportunities for competitive sport and the sustained confidence and skill development among our pupils. In addition, we have transformed our playground provision through the installation of a full-sized basketball and netball court, funded entirely by the PE grant This development has:	This success is directly linked to targeted use of the grant, including: - Funding for qualified sports coaches to support after-school football training, - Investment in kit and equipment to encourage participation and team identity, - Opportunities for pupils—especially girls—to access structured sport and competition. This outcome supports our school's commitment to increasing pupil engagement, promoting gender equality in sport, and raising aspirations through meaningful physical activity. Enabled us to launch a school netball team, Increased structured activity at break and lunch, supporting both physical health and positive behaviour, Allowed us to host matches, thanks to appropriate court markings.	We had intended to deliver a programme of staff CPD focused on developing confidence in delivering high-quality gymnastics and dance lessons. However, due to timetable constraints and competing whole-school training priorities, only a small number of sessions were delivered, and uptake was lower than expected.	- The planned training schedule was not fully implemented. - Staff surveys indicated that confidence in delivering these areas of PE remains inconsistent across year groups. - Lesson observations showed variation in the quality of delivery for gymnastics and dance compared to other areas of PE. Moving forward, we recognize the need to protect time for subject-specific CPD and embed it more strategically into our annual training calendar. We are also exploring the option of using PE Premium funding to bring in external specialists to work alongside teachers in lessons, offering more targeted and practical support.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Our intent for the 2025–26 academic year is to further strengthen the quality and consistency of PE provision across the school through two key priorities: Enhancing Staff Confidence and Expertise: We will increase training opportunities for both the PE Team and wider teaching staff to ensure all colleagues feel confident and well-equipped to deliver high-quality PE lessons. This will include targeted CPD in areas such as gymnastics, dance, and inclusive practice, as well as opportunities for staff to observe or co-deliver sessions with specialists. Investing in Equipment to Support Curriculum Delivery: We will audit our existing PE resources and purchase new, high-quality equipment where needed to support a broader and more engaging PE curriculum. This may include apparatus for gymnastics, resources for new sports or games, and equipment to improve inclusive access for all pupils. These priorities are designed to secure long-term improvements in the quality of teaching and learning in PE, increase engagement and participation across all groups, and ensure that the curriculum offer is both ambitious and inclusive.	◆ Staff Training and Development - Conduct a staff audit to identify confidence levels and training needs (e.g. gymnastics, dance, inclusion). - Organise targeted CPD sessions for both PE team and class teachers. - Include practical, team-teaching opportunities with external specialists or local coaches. - Build CPD into existing INSET, staff meetings, or twilight sessions to maximise attendance. - Use peer observations and feedback to support ongoing development. - Monitor progress through staff confidence audits, lesson observations, and pupil outcomes. ◆ Equipment Investment and Curriculum Support - Audit current PE equipment and assess alignment with the curriculum offer. - Gather feedback from staff and pupils to identify equipment gaps. - Purchase high-quality, age-appropriate equipment to support curriculum delivery and inclusive access. - Ensure safe and accessible storage solutions are in place. - Provide staff with an introduction or refresher on using new equipment effectively. - Review impact through increased engagement, improved lesson quality, and curriculum coverage.

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?
✓ Anticipated Impact on Pupils and Staff: • Improved quality of PE teaching across all year groups, with greater consistency and confidence among staff. • Broader participation in physical activity, particularly among less active or less confident pupils. • Higher levels of engagement and enjoyment in PE lessons due to varied, inclusive, and well-resourced activities. • Improved pupil outcomes in terms of physical competence, teamwork, self-esteem, and wellbeing. • Stronger pupil behaviour and reduced incidents, particularly during unstructured times, due to access to structured play and quality equipment. • Development of school teams and competitive sport opportunities (e.g. netball, football) with an increase in representation and aspiration. Investing in staff development builds internal capacity—reducing future dependency on external coaches and services. Once staff are trained, they can deliver high-quality PE consistently without additional external cost. Durable, high-quality equipment is a one-off cost that supports multiple year groups for years to come. Thoughtful purchasing now reduces the need for frequent replacements. All proposed spending will be checked against the relevant grant conditions and the school's accounting policy before commitment. Structured play at break and lunch is intended to support positive behaviour. Any reduction in incidents will be evaluated using the school's behaviour records.	Staff confidence surveys (pre- and post-training) • Use simple Likert scales to measure improvement in confidence delivering PE, especially in identified focus areas (e.g. dance, gymnastics). Pupil participation data • Registers for after-school clubs, lunchtime activities, and competitive events, showing increased uptake. Behaviour incident logs • Compare lunchtime/breaktime incidents before and after introducing structured play or new equipment. Pupil fitness assessments • Baseline and end-of-year data (e.g. shuttle runs, balance tests) if conducted. Number of fixtures or competitions entered

Actual impact/sustainability and supporting evidence (to be filled in July 2026

What impact/sustainability have you seen?	What evidence do you have?
Competitive sport The girls' football team reached the County Finals. This is a clear sporting achievement alongside the additional coaching and competition opportunities described in the evaluation. Broader sporting opportunities The launch of a school netball team has added to the range of team sports available. The basketball and netball court provides space for structured games, practice and hosting matches. Physical activity during the school day The evaluation reports increased structured activity at break and lunchtime following the playground improvements. This gives pupils further opportunities to be active outside PE lessons. Participation totals and any effect on behaviour have not been quantified in this report. Sustaining provision Continued use of the court, equipment and school teams provides a basis for maintaining these opportunities. Regular clubs and access to Stevenage Partnership activities help sustain a varied sporting offer. Staff development The 2024/25 review identified incomplete CPD and inconsistent confidence in gymnastics and dance. These informed the training priorities for 2025/26. A further review is needed to establish whether the subsequent training programme secured the intended improvements.	Evidence identified in the evaluation Girls' football team progression to the County Finals; establishment of a netball team; availability of the basketball and netball court; and reported increases in structured breaktime and lunchtime activity. Staff development evidence The evaluation records that the planned CPD programme was not fully delivered, staff surveys showed inconsistent confidence, and lesson observations identified variation in gymnastics and dance teaching. Records to bring together Retain competition results, fixture lists, club timetables and attendance registers to substantiate the sporting outcomes. Use participation records to evaluate access by year group, gender, SEND and disadvantage, including opportunities for less active pupils. Further evaluation Compare participation over time, gather pupil feedback and repeat staff confidence checks after training. Use behaviour records before making claims about reduced incidents. Confirm which activities and expenditure relate to 2024/25 and which relate to 2025/26.