

PE Funding Evaluation Form 2025 - 2026



Department
for Education
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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?
Employment of our Sports Coach provided consistency and specialist input across year groups. It supported teachers in developing confidence and subject knowledge in PE.	Lesson observations showed improved confidence in delivery. Teachers reported increased understanding of progression and assessment in PE. Pupil voice reflected enjoyment and skill development.	Limited time for joint planning or team teaching with the Sports Coach reduced opportunities for sustained staff development.	Some staff fed back that while they observed lessons, they would benefit from more opportunities to teach alongside the coach to embed their learning.
Ipswich Town Football Club coaches delivered engaging sessions that introduced pupils to a wider range of sports and games.	Pupil feedback was very positive, particularly among KS2 boys, and engagement during sessions was high. Attendance in extracurricular clubs increased.	Impact on long-term staff development was limited due to a focus on pupil sessions rather than teacher CPD.	Staff were not always available to observe or co-deliver sessions, and as a result, confidence levels did not increase significantly across all classes.
Funding for School Games membership and transport enabled greater access to competitions and events. Pupils had the opportunity to represent the school across a range of sports.	Participation levels in inter-school competitions increased. Pupils developed teamwork, sportsmanship, and pride in representing the school.	Access to events was sometimes limited by staffing or scheduling constraints, meaning not all year groups benefited equally.	Records showed that certain year groups had fewer opportunities to participate, and some events were missed due to availability of staff to accompany pupils.

Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Our intent is to continue to enhance the quality, breadth, and sustainability of our PE and sport provision. In 2025/26, we aim to:</p> <ul style="list-style-type: none"> • Improve the condition and safety of existing outdoor equipment to ensure all children can access safe physical activity. • Provide consistent, high-quality extracurricular opportunities through specialist coaches. • Further embed competitive sport and widen participation in School Games events. • Improve teaching and learning in PE through targeted staff CPD and a comprehensive planning resource. • Develop outdoor learning and Forest School opportunities, promoting physical and mental wellbeing. • Invest in new equipment to ensure inclusive, high-quality lessons and clubs. 	<p>We will:</p> <ul style="list-style-type: none"> • Commission REJB to inspect and repair existing sports and playground equipment (£750). • Continue weekly SCS coaching and after-school provision on Thursdays, offering varied sports for Foundation to KS2 pupils (£3,230). • Employ Chantelle Roberts for PE administration and ad-hoc coaching at School Games and external team events (£3,500). • Maintain School Games membership to support structured competition and leadership opportunities (£800). • Use the PE Hub to support staff in delivering consistent, progressive PE lessons across the school (£2,600). • Host a CPD day with Marina Rob to support teacher confidence and curriculum delivery in outdoor education (£1,500). • Train two staff as Forest School leaders to embed outdoor learning in our wider curriculum (£2,800). • Provide targeted staff CPD across the year (£1,022). • Purchase new sports equipment to ensure high-quality provision and access for all (£1,000).

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?
<ul style="list-style-type: none"> • Improved access to safe, age-appropriate equipment across all play and PE sessions • Increased participation in extracurricular clubs and a broader range of physical activities on offer • Greater involvement in competitive sport and stronger community and cluster links • Higher staff confidence and subject knowledge in delivering PE, ensuring consistency across year groups • Long-term sustainability of Forest School provision and outdoor learning opportunities • Improved engagement and outcomes in PE for all pupils, including those less active. 	<ul style="list-style-type: none"> • Inspection reports and before/after photographs of repaired equipment • Club registers showing increased participation, especially from targeted groups • Staff feedback from CPD sessions and monitoring of lesson delivery • Pupil voice surveys and observation of increased confidence and enjoyment in PE • Forest School sessions timetabled and integrated into curriculum planning • Participation records from School Games events and other competitions.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none">Expected outcomes include improved staff skill and retention of knowledge, increased physical activity across all key stages, and the successful embedding of outdoor learning practices.	<ul style="list-style-type: none">Data will include CPD evaluations, attendance registers, pupil feedback, photographic evidence and lesson monitoring outcomes.