

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 2025-2026
- 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?
- Increased knowledge and confidence of staff teaching all aspects of PE using Get Set 4 PE with fidelity and consistency. - Increased uptake in sporting clubs - Variety of sporting clubs and sports available - Increased participation local area sporting fixtures - More sporting fixtures attended this year - Hosted own sporting fixture in conjunction with PH sports and SGO. - PE WAGOLL has unified teaching of PE across all areas of the school - Water safety (RNLI) for all pupils. - Development of Year 4 sports leaders – including presence on playground, being out in the community (signature house) and supporting events (sports day) - OAA- forest schools, sail for a fiver, orienteering	- Pupil voice - Lesson observation and study, including sports coaches - Peer support and lesson modelling - Staff questionnaires and feedback - Pupil questionnaires and feedback - Assessment trackers in PE from sports coaches - Uptake of sports clubs' data - Uptake of sports leader applications - Participation in sporting fixtures - Gold Sports Mark - Assessment - OAA	Swimming for year 4 pupils- Due to the pool being under maintenance and other local pools unavailable, swimming wasn't implemented this academic year for our Year 4 pupils. Transport as a Barrier to events- due to events being too far away and coaches expensive, or local transport not running at allocated time, we were unable to attend some sporting events organised by other schools and SGO.	Swimming not available this year for our Year 4 pupils. Events unable to get to/attend due to transport issues/ financial impact.

Intended actions for 2026/7

What are your plans for 2026-7?	How are you going to action and achieve these plans?
Intent	Implementation
Development of OAA for all year groups to promote and support KPI 2, 4 and 5 Work with MAT sports lead to create more opportunities for participation, sharing practice and offer of a range of sports available to support KPI 1, 2, 3 To provide greater opportunities for pupils to take place in sporting fixtures and competitions within the local area, to raise the profile of PE across ALL year groups PS-Y4, to support KPI 2, 4 and 5.	Gymnastics, swimming, tag rugby, football, multi-skill and netball competitions as part of the Wessex Mat and local schools games. Timetable PE and OAA across the school, using well embedded Get Set 4PE programme. Staff feedback to identify areas of need and timetable opportunities for shadowing and observations. Invest in equipment linked to current PE topics, upcoming events, and children's interests to engage them in sporting play. Continue to train and utilise Year 4 Young Sports Leaders, offering further support/refresher training throughout the year to maintain momentum. Sports leader to continue to develop their role on the playground and in the community. CPD with Specialists including MAT sports lead at least every half term. Pupil voice to identify what clubs the children would like to have/try. Utilise specialist sports coaches and links to Sports Partnership across local schools Track club data and attendance. Members of Sports Partnership – use their calendar to forward plan events we will attend, travel arrangements and staffing. Create further sporting opportunities for pupils through clubs and term time events, including introduction of new sports into the curriculum.

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?
Increased staff confidence in teaching aspects of PE identified initially though discussion. A greater variety of physical activities available at lunchtimes for all children. Greater stamina in children when completing physical activity, leading to greater levels of fitness.(Link to My Happy Mind/My Happy Body) Greater range of sports clubs being run throughout the year. Children in all classes to have experienced a range of sports activities, competitive and non-competitive.	Staff delivering PE sessions in a wide range of sports and PE skills, in order to be able to teach the full PE curriculum for their classes. Lessons observed in order to gather evidence. Areas of the playground and school field organised to enable children to independently participate in a range of activities at break and lunchtimes. Increased resources available. Regular participation in sporting activities for every class outside of breaktimes and PE lessons, run by local partnership, local sports hubs, MAT sports co-ordinator or SGO Information about the number of children including targeted groups participating in extra-curricular sports clubs compared at the start and end of the year. Greater number and a wider demographic participating. Every class to have participated in the Sports Partnership, including our youngest children in PS.

Actual impact/sustainability and supporting evidence

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