



Images courtesy of Youth Sport Trust

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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 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.

Intended actions for 2025/26

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 use of External PE providers to support teaching staff with a range of different physical activities.	Key indicator 1 – Increased confidence and knowledge of staff in teaching PE, sport and during break and lunch times.	External sports provider members of staff are not consistent each week.	Children couldn't build solid relationships with staff which lead to a lack of behavior expectations and children lacking confidence to take part in sessions.
Introduction of OPAL providing children the opportunity to access different opportunities throughout break and lunch times.	Key indicator 2 – An increased number of children taking part in regular physical activity alongside PE lessons.	Pe equipment being used during break and lunch times.	PE equipment could not be monitored leading to loss or damage of equipment.
Increased uptake in after school/ Change of location for swimming.	After school registers. Pupil and staff 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
CPD for teachers	Employ PE specialist to deliver high-quality PE sessions in line with the National Curriculum and Oakwood Primary Academy Curriculum.
Increased participation in PE lessons.	Consistent PE teacher to build on relationships with children to create a positive outlook on sport.
Introduce a wider range of clubs/activities for pupils	Run different clubs termly to maximise children's opportunity to try a different sport.
Increase swimming % ARE and increase swimming top up sessions to further increase pupils swimming confidence. (Keeping safe in the water)	Provide children with 'top up' swimming sessions to support and meet swimming national curriculum of keeping children safe in the water.
Whole school enrichment events to build school community.	All children to take part in whole school events and are given opportunities to take up offers outside of school.

Intended actions for 2025/26

<p>Targeted Sports activities run at lunch times in line with OPAL to increase active play times.</p>	<p>All children benefit from a range of different sports alongside friends</p>
<p>Participate in a number and range of inter-school events locally.</p>	<p>Building school community and perception within the wider community.</p>

Actual impact/sustainability and supporting evidence

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
<p>Increased participation in all PE lessons throughout the school</p> <p>Developing a sense of school community and pride when representing the school.</p> <p>Increasing competence within swimming and allowing all children the opportunity to take part in swimming lessons to meet national standards.</p> <p>Ensure accessibility and equal opportunities for everyone.</p>	<p>PE teacher monitoring and assessing with regular liaison with classroom teacher/parents.</p> <p>School represented in a range of local tournaments. PE celebrations in class and assemblies.</p> <p>Pupil voice</p> <p>PE teacher monitoring and assessing.</p> <p>PE teacher monitoring and adapting resources and lessons to ensure access for all.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Add to end of year	

Actual impact/sustainability and supporting evidence