

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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- 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?
Increased participation in inter-school sports	Additional inter-school sports organised through Thame Partnership and Insignis.	Competitive sports were not available to all children or all year groups.	Most arranged events were aimed at Year 5 and 6. No events were aimed at EYFS.
Forest School engagement increased	Two-hour slot every fortnight now available for all classes, including EYFS and Year 6.		
Higher quality PE lessons	Teacher-led sessions supported by PE Hub subscription to replace previous sports coaching provision.		

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Increase participation in competitive sports to all year groups to allow all children to access.</p>	<p>Organise competitive sports on a four-weekly cycle (Year R and Year 1; Year 2 classes; Year 3 and Year 4; Year 5 and Year 6).</p>
<p>Further upskill teachers in PE curriculum delivery and sports delivery.</p>	<p>During competitive sports, one teacher will remain with external coaches to further develop PE teaching skill. All teachers will therefore observe at least one session every 8 weeks.</p>
<p>Maintain high standards for forest school to further strengthen personal development, physical activity and managed risk.</p>	<p>Offer forest school to all classes on a fortnightly basis, allowing an average of one hour per week of outdoor learning.</p>
<p>Support families in Years 3 to 6 to ensure all have access to residential and adventurous activity.</p>	<p>Where necessary, utilize payment plans or subsidized costs to ensure that all children are able to attend.</p>
<p>Maintain offer of swimming across all seven year groups, considerably above and beyond statutory requirements.</p>	<p>Maintain swimming pool on site to maximise access to swimming lessons.</p>

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?
Teachers' confidence and capability in teaching PE has improved, meaning that specialist external PE provision is no longer required.	Engagement with CPD. Teachers' self-reported confidence in PE. Engagement with sports coaches.
Increased engagement with competitive sports, leading to greater pupil confidence in sports and increased exposure.	Monitoring schedule shows weekly slots for competitive sports Range of sports experienced by all pupils. Higher proportion of pupils engaging in competitive sports.
Continued personal development, adventurous activity, extracurricular swimming and outdoor learning opportunities available through Forest School, residentials, swimming lessons and sports events.	All Key Stage 2 children a residential involving adventurous activity. Swimming offered to all year groups from Foundation to Year 6 for at least one half term, providing well above the statutory level of swimming for all children and allowing for a high proportion of Year 6 pupils achieving swimming objectives.

Actual impact/sustainability and supporting evidence

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