PE Funding

Evaluation Form

Milton Abbot

Commissioned by

Department for Education

Created by Tom Lumby

association for Physical Education

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 2025/26.
- 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.

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We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend for 2025/26

What went well?	How do you know?	What didn't go well?	How do you know?
Swimming for KS2	Almost all pupils (87.5%) in year 6 cohort could swim competently, confidently, and proficiently over a distance of 25 metres KS2 children ready to progress towards this.	Sports Equipment – increase pupil engagement and variety of sports/activities we can offer.	New equipment purchased – enabled more variety in the PE offer and engagement from pupils.
Bikeability	Participation and completion of course by all interested pupils – high uptake from KS2 (10)	Range of after school club provision	Poor uptake for some clubs
		Engagement with some sports clubs	Parents using it as childcare instead of enrichment – Wrap Around Care now working alongside to give parents both options
Inter-Hub Sport, Inter-School competitions run by OCRA, after-school and lunchtime clubs run by school staff and external providers	These took place throughout the year. Feedback was positive. Parents/families came to support. Generally good level of engagement from pupils.		
School Sports Day - same format as last year – re-use equipment, keep resources for future years.	Successful day - focus on sportsmanship, taking part and having fun. Positive feedback from parents, children and staff.		
PE Curriculum Development	All pupils have received a wide and varied curriculum and been able to progress throughout the year		

What are your plans for 2026/27?	How are you going to action and achieve these plans?
Intent	Implementation
Increase involvement in competitive sporting events Increase opportunities for staff to lead PE and sporting events Increase the engagement of all pupils in regular physical activity. The profile of PE and Sports is raised across the school Increased confidence, knowledge and skills of all staff in teaching PE and sport Broader experience of a range of sports and activities offered to all pupils	Sign up for and oversee involvement in these events. Plan for them so they do not get pushed aside. Staff are actively involved in the PE curriculum and reflecting on outcomes Swimming - provision for top where needed PE and Sport Lead - overseeing the curriculum, staff CPD, delivery of high quality PE lessons, organisation of sporting events/ games/ tournaments throughout the year - both in-house (e.g. sports day) and inter-hub. Sports Leaders regularly meet with staff leader to assess equipment required and activities to plan. Signposting children towards local sport clubs and sharing positive experiences with others. Teachers to gain skills and knowledge to enable them to deliver high quality PE lessons with confidence - modelling from PE lead and CPD.

Increased participation in competitive sport	Subscription to OCRA for the year Specialist sports enrichment activities for every year group R-6 to inspire and enrich, such as OCRA events. Establish strong sustainable partnerships with other local schools within the Hub to provide joint sports activities. Every Year 5 and 6 pupil offered the opportunity to play in inter-school sport

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?
By the end of Year 6 the aim is for every pupil to be able to perform safe self-rescue in different water-based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.	We will gather information on pupils swimming ability and work out what % of pupils have met these standards.
Sports Coaching – afterschool	Broader experience of a range of sports and activities offered to all pupils. Increased engagement of all pupils in regular physical activity – analysis of clubs attended
Inter-Hub Sport Inter – School competitions run by OCRA	Feedback from parents/families.. High level of engagement from pupils.
School Sports Day	Feedback from parents/families.. High level of engagement from pupils.
Sports Equipment – increase pupil engagement and variety of sports/activities we can offer.	Audit equipment at the beginning/end of the year. Pupil voice.
PE Curriculum Development	A PE curriculum has been produced and implemented that meets the schools specific needs and offers a variety of sports and activities for all. Opportunities have been tailored to meet the pupils needs. Pupil and staff voice.

Expected impact and sustainability will be achieved

Encourage Active Travel Improve playtime provision to encourage active play	Encouraged via school newsletter. Pupil and parent surveys. Observations, levels of behavioural incidents at lunchtime, pupil voice

Expected impact and sustainability will be achieved

- Healthier, fitter pupils thanks to better access to quality PE resources.
- More engagement in PE – diverse equipment and clubs make it fun and inclusive.
- Better mental health – regular activity helps with focus, mood, and anxiety.
- Life skills – pupils develop teamwork, discipline, and confidence through sport.

Long-Term:

- Healthy habits for life – encouraging pupils to stay active beyond school.
- Inclusive sport for all – making sure every child can take part, whatever their background or ability.
- Improved learning – physical activity supports better concentration and behaviour.
- Spotting and nurturing talent – giving pupils opportunities to shine in sport.
- Stronger community links – events and clubs bring families and local groups together.

Sustainable:

- Investing in durable kit – buying quality equipment that lasts.
- Supporting staff – CPD ensures teachers feel confident and up-to-date.
- Seeking partnerships and grants – boosting funding through collaboration.
- Going green – promoting walking, cycling, and reducing waste.
- Tracking impact – regularly reviewing what's working to guide future decisions.

- Student Outcomes
- Healthier, fitter students
- Confident staff and a diverse PE curriculum
- Good equipment stores and active, varied play
- Community involvement and a range of sporting partnerships
- Children transition to secondary school with confidence in sport

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
• **Increased pupil participation** in PE lessons and sports activities across all year groups. • **Improved physical fitness** observed throughout the school, supported by teacher assessments and pupil feedback. • **Strong family and community engagement** in sporting events, with high attendance and positive feedback. • **Quantifiable data** available to support actions and outcomes (e.g., attendance, behaviour logs, fitness tracking). • **Enhanced classroom behaviour and focus**, with wellbeing breaks (e.g., running a lap) proving popular and effective among pupils. • **Boosted pupil confidence and overall wellbeing**, as evidenced through pupil voice and teacher observations. • **Updated and appropriate equipment** ensures inclusive and engaging PE lessons. • **High levels of participation and positive feedback** from pupils during PE lessons. •	• **Regular documentation** of PE and sports activities featured on the school blog. • **Pupil voice captured** through verbal feedback and structured pupil questionnaires. • **Parental and carer feedback** received both verbally and via email, highlighting the positive impact of PE provision. • **After-school club attendance** remains strong, with multi-sports being the most popular club. • **Staff CPD participation** in PE-related training supports high-quality delivery and confidence. • **Teacher observations** consistently note improvements in pupil engagement and skill development. • **Well-maintained PE cupboard**, offering a wide variety of equipment to support diverse activities. • **Behaviour logs over time** show a positive trend linked to increased physical activity and wellbeing initiatives. • **Records of inter-school competitions and partnerships** demonstrate active collaboration and pupil involvement.