# PE Funding Evaluation Form 2025/26

Commissioned by

Department for Education

Created by

Association for Physical Education

YOUTH SPORT TRUST

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 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.*

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# 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? |
|---|---|---|---|
| Opportunities for increased physical activity during Forest School sessions, especially for SEND and vulnerable children.<br>Use of workshops to provide children with opportunities to experience a range of physical activities that are not usually offered as part of the schools 2 hour commitment to PE sessions. | All children can attend Forest School during the year. The enjoyment of these sessions evidenced through their commitment to them and the way the children talk about their experiences shows the positive experience of it to all children but especially those who find the classroom can sometimes be a tricky place to be and thrive in an outdoor environment.<br>Some children have gone on to find out of school clubs that are related to the workshops offered, dance in particular. | Year 6 swimming – the change of slot by the swimming pool made it impossible for us to attend and therefore Yr 6 were unable to swim. Only Yr3 and 4 were able to attend lessons for a limited one-half term. | Yr 5 and 6 were unable to attend swimming lessons following a change to our slot by the swimming pool. |

# Intended actions for 2025/26

| What are your plans for 2025/26? | How are you going to action and achieve these plans? |
|---|---|
| Intent | Implementation |
| - To equip primary staff with the skills and confidence to deliver high-quality PE that engages all pupils and promotes lifelong physical activity.<br>- To ensure all PE resources are high quality and sufficient to support full participation and active engagement for every child.<br>- To continue supporting Forest School so that children with SEND and those who are vulnerable can access meaningful outdoor learning experiences that promote confidence, resilience, and well-being.<br>- To continue offering inclusive PE-based workshop opportunities that engage and inspire all pupils to be active, confident, and healthy.<br>- To enhance playtime experiences for all children through the development and implementation of OPAL (Outdoor Play and Learning) strategies, promoting creativity, collaboration, and well-being. | **High quality PE**<br>Professional Development<br>- Ensure staff training covers inclusive PE, assessment for learning, and differentiation strategies.<br>Curriculum Support<br>- Use a progressive, skills-based PE curriculum with clear objectives for each year group.<br>- Provide detailed lesson plans and assessment tools aligned with national expectations.<br>- Embed cross-curricular links where appropriate (e.g. science – healthy bodies, maths – scoring).<br>Access to Resources<br>- Ensure staff have access to high-quality equipment and digital resources.<br>**Forest School**<br>- Embed Forest School into the weekly or half-termly timetable for identified groups or as part of whole-class provision.<br>- Ensure regular sessions to build trust, confidence, and routine.<br>- Maintain a well-equipped, safe, and inclusive outdoor learning space.<br>- Ensure accessible tools and materials are available to suit all abilities.<br>- Promote sustainability and pupil involvement in caring for the environment.<br>**Workshops**<br>- Encourage staff to participate and co-deliver where possible to build their confidence and promote continuity.<br>- Use workshops as informal CPD opportunities for teachers to observe new techniques and approaches.<br>- Ensure workshops are accessible to all pupils, including those with SEND or limited mobility.<br>- Offer a variety of activities that appeal to different interests and skill levels. |

# Intended actions for 2025/26

| | |
|---|---|
| | **OPAL**<br>Whole-School Commitment<br>- Appoint an OPAL lead to drive the project.<br>- Ensure all staff understand and support the vision through whole-school training and regular updates.<br>Staff Training and Support<br>- Provide OPAL training to lunchtime supervisors and support staff to develop confidence in facilitating high-quality play.<br>- Share good practice through staff meetings, observations, and reflective discussions.<br>Play Environment Development<br>- Audit current outdoor spaces and resources using OPAL's framework.<br>- Gradually introduce a wider range of play materials (e.g., loose parts, den-building, water and mud play) to encourage creativity and risk-taking.<br>- Ensure the play environment is inclusive and accessible to all children, including those with SEND.<br>Policy and Risk Management<br>- Develop a play policy that reflects OPAL principles and supports positive risk-taking.<br>- Implement dynamic risk-benefit assessments that balance safety with freedom and exploration.<br>Pupil Voice and Leadership<br>- Involve children in shaping play improvements through surveys, school council, and pupil play leaders.<br>- Encourage pupil-led ideas, responsibility, and peer support during playtimes.<br>Parental Engagement<br>- Communicate the benefits of OPAL to families through workshops, newsletters, and social media.<br>- Encourage donations of safe, reusable play materials from the community.<br>Monitoring and Evaluation<br>- Use OPAL's audit tool to track progress and impact.<br>- Monitor behaviour, engagement, and well-being during playtimes.<br>- Adjust provision based on regular feedback from staff, pupils, and parents. |

# 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? |
|---|---|
| Staff will be equipped to confidently lead high-quality PE sessions that ensure all children can actively participate. These sessions will provide children with opportunities to develop a broad range of physical skills and experiences, helping them identify sports they may wish to pursue through out-of-school clubs.<br><br>As staff engage in professional development and deliver effective PE lessons, their confidence and expertise will continue to grow. This sustainable approach will support the long-term delivery of diverse and engaging physical activities, enriching the overall school PE offer and promoting lifelong participation in sport and physical activity. | Staff motivated to deliver high-quality PE sessions, that children enjoy participating in, are keen to show their developing skills and want to take part in inter or intra school competitions related to the skills they have learnt. Observations of lessons and pupil voice feedback will provide evidence of the impact of the staff development of high-quality PE teaching. |
| Forest School is a highly valued aspect of our school provision. With access to two dedicated sites, children are offered rich opportunities to develop their physical skills, well-being, and understanding of the natural environment.<br><br>By continuing to offer Forest School on a weekly or half-termly basis, we ensure all pupils can benefit from this unique learning experience. For children who find the classroom environment challenging, Forest School provides an alternative setting that supports engagement and success. The extended time spent outdoors has a positive impact on well-being for all, fostering resilience, confidence, and a lifelong appreciation of nature. | Children's enjoyment and mental and physical wellbeing following Forest School sessions. SEND and vulnerable learners thriving in the outdoor environment of Forest School.<br><br>Evidence from children's feedback, during and after sessions. |

## Expected impact and sustainability will be achieved

| | |
|---|---|
| Continuing workshop provision allows the children the opportunity to experience a broad range of physical activities as a one-off session that may lead to a desire to participate in an out of school club.<br><br>Through the development of OPAL, children will make more meaningful use of breaktimes to build physical, cooperative, and creative skills—contributing positively to their overall well-being.<br><br>Having trained OPAL playworkers within the school ensures consistent, supportive adult involvement during play. This helps embed a long-term culture of joyful, active, and inclusive playtimes, aligned with the school's wider well-being and development goals. | Children engaged with active physical play during breaktimes, less interruptions to lessons that immediately follow a breaktime. Observations of children at breaktimes and their engagement with OPAL assemblies. Parent feedback. Staff feedback. |

# Actual impact/sustainability and supporting evidence

| What **impact/sustainability** have you seen? | What **evidence** do you have? |
|---|---|
| Staff motivated and engaged in developing their PE curriculum for the next academic year. All PE sessions will be taught by staff members, outside providers will only be used for one-off development sessions. | Staff meetings, planning sessions, staff talk, lesson plans, |
| Staff members are prepared for delivering high-quality PE sessions, all equipment is available to support lessons and lesson plans with adaptations are being used. | New equipment delivered to support the delivery of high-quality sessions |
| Continuity across the school, all PE sessions will be delivered using the same curriculum program. Vocabulary, skill progression and knowledge organisers enable children to deepen their understanding of the PE activity being taught and develop their skills. | All staff using the online training and PE delivery program for lessons |
| OPAL has enabled the children to be creative and physically active during breaktimes. Resources have been used by children across the school. Children have learnt greater cooperation skills. | Observations from staff and governors. |