PE Funding Evaluation Form 26/27

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 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.

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 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?
• Play leaders introduced but slow to start as OPAL play was halted due to lack of staffing. Pupils had some opportunity to lead structured activities at break and lunchtimes • Extra-curricular offer broadened to taekwondo, musical theatre, Cheer, gymnastics, gardening club, football and dance • CPD spend, upskilled staff to teach a wider range of sports • New equipment purchased to support the wider PE and sport offer • Spending targeted at SEND pupils and disadvantaged pupils • • High percentage of pupils meeting their PE objectives (assessment strands)	• Play leader rota; pupil voice; learning walks • Extra-curricular registers, pupil voice • Learning walk records; CPD attendance logs • Equipment inventory / purchase records • SEND and pupil premium spending records; provision map • Assessment strand	• Swimming attainment (75% able to swim 25 metres, 60% able to use a range of strokes effectively and 75% able to perform safe self-rescue). This can be improved upon by offering more swimming sessions. • Pupil premium pupils (47% of the cohort) had lower engagement in extra-curricular enrichment than their peers • Financial restraints on families continue to limit out-of-school opportunities • Not all year groups had access to outside PE suppliers throughout the year • Number of competitive fixtures/competitions entered was limited, especially for the boy's football team • Community links, while started, are not yet embedded across the whole school	• 2025/26 DfE PE and Sport Premium return (swimming data) • Extra-curricular / club registers analysed by pupil premium status • Parent/carer feedback; pupil voice • Funding return (targeted spend record) • Staff timetables / CPD attendance • Fixtures list / competition calendar

Intended actions for 2026/27

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What are your plans for 2026/27?	How are you going to action and achieve these plans?
Intent	Implementation
Increase pupil premium pupils' participation in enrichment and extra-curricular activity	• Track pupil premium uptake of clubs each term • Targeted invites/reminders to PP families • Use PE premium to fund every PP child to attend an after school club where cost is a barrier • Play leaders to proactively involve targeted pupils at break and lunch • Celebrate PP pupils' achievements to build confidence and encourage sign-up.

Intended actions for 2026/27

Develop competitions - increase the number and range on offer	• Increase intra-school 'house' competitions each half-term across a range of sports • Enter more inter-school competitions through the sports partnership • Hold a whole-school sports day with a house competition element • Track fixtures attended by year group and by pupil group (pupil premium, SEND, girls' and boys' football) to check access is equal.
Strengthen community links	• Build on existing links with Crystal Palace Football club • Create new community links with local leisure centre • Invite community coaches/clubs to lead taster sessions or assemblies • Signpost families to local club sessions, prioritising PP families.

Improve swimming attainment	• Ensure each class gets a full term of swimming • Ensure Year 4 swimmers are tracker efficiently so that we are able to provided targeted top-up swimming • Use PE premium to fund top-up sessions for Y6 non-swimmers • Monitor progress against the 2025/26 baseline **(75% able to swim 25 metres, 60% able to use a range of strokes effectively and 75% able to perform safe self-rescue)** including by pupil premium status.
Continue staff CPD and consistent curriculum coverage	• Enlist a variety of CPD offers through dance cricket and ross country to continue to broaden teaching skills and coverage • Termly learning walks and pupil voice to monitor coverage and confidence. • Targeted CPD support where needed.

Expected impact and sustainability will be achieved

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What impact/intended impact/sustainability are you expecting?	How will you know? What **evidence** do you have or expect to have?
Increased proportion of Pupil Premium pupils participating in at least one extra-curricular club each term, significantly reducing the participation gap between PP pupils and their non-disadvantaged peers. Developed a more inclusive enrichment offer, leading to greater engagement, confidence, and regular participation among Pupil Premium pupils. Pupils are supported to become more confident, active, and engaged learners, demonstrating increased willingness to participate in clubs, enrichment activities, and wider school life. Improved staff confidence and capacity to meet pupils' needs effectively, resulting in more consistent and impactful practice across the school. Increased confidence and proficiency among swimmers, enabling more pupils to participate safely and successfully in a range of aquatic activities. More pupils experience competitive sport, both intra- and inter-school Increased number of fixtures/competitions entered, with equal access across pupil groups. • Sustainable pathways from school into community clubs • More pupils taking up sport outside school, independent of school funding • Stronger sports partnership relationships. • Increase in the percentage of Y6 pupils meeting the 25m swim, stroke range and self-rescue standards by the end of 2026/27, with both Y4 and Y5 taught this year.	**1. Increased proportion of Pupil Premium pupils participating in at least one extra-curricular club each term, significantly reducing the participation gap between PP pupils and their non-disadvantaged peers.** **Evidence:** • Club registers showing numbers and percentages of PP pupils attending. • Comparison of PP and non-PP participation rates across terms/years. • Analysis demonstrating a reduction in the participation gap. • Attendance records for targeted pupils. • Pupil voice surveys indicating increased willingness to attend clubs. • Case studies of previously non-participating pupils now regularly attending. **2. Developed a more inclusive enrichment offer, leading to greater engagement, confidence, and regular participation among Pupil Premium pupils.** **Evidence:** • Wider range of clubs and activities available. • Participation data by pupil group. • Pupil surveys showing increased enjoyment and sense of belonging. • Parent feedback regarding access to enrichment opportunities. • Records of subsidised places, transport support, or funding provided. • Photographs, displays, and celebration assemblies evidencing engagement. **3. Pupils are supported to become more confident, active, and engaged learners, demonstrating increased willingness to participate in clubs, enrichment activities, and wider school life.** **Evidence:** • Pupil voice interviews and questionnaires. • Increased participation in school events, leadership roles, performances, and trips. • Teacher observations and pastoral records. • Reduced reluctance to engage in new experiences. • Learning behaviour records showing increased engagement and resilience.

Expected impact and sustainability will be achieved

	• Case studies demonstrating improved confidence and social interaction. **4. Improved staff confidence and capacity to meet pupils' needs effectively, resulting in more consistent and impactful practice across the school.** **Evidence:** • Staff surveys completed before and after training. • CPD attendance records. • Staff evaluations demonstrating increased confidence. • Lesson observations and learning walks showing implementation of training. • Monitoring records highlighting consistent practice. • Coaching notes and professional discussions. • Increased use of strategies, interventions, or resources introduced through training. **5. Increased confidence and proficiency among swimmers, enabling more pupils to participate safely and successfully in a range of aquatic activities.** **Evidence:** • Swimming assessment data. • Percentage of pupils meeting National Curriculum swimming expectations. • Records showing improved distances swum and stroke competency. • Water safety assessment outcomes. • Instructor reports and progress records. • Pupil voice reflecting increased confidence in the water. • Greater participation in swimming lessons and aquatic activities. • Fewer pupils requiring intensive support in water-based sessions. 6. More pupils experience competitive sport, both intra- and inter-school Increased number of fixtures/competitions entered, with equal access across pupil groups • Fixtures list • Spirit of the Games awards • Participation numbers by year group and pupil group. 7. Community links: • Number of community club links • Family feedback • Tracking of pupils who join outside clubs.

	8. Swimming outcomes: • End-of-year swimming data compared with the 2025/26 baseline (75% able to swim 25 metres, 60% able to use a range of strokes effectively and 75% able to perform safe self-rescue). •

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
To be completed at the end of the 2026/27 academic year.	*To be completed at the end of the 2026/27 academic year.*