

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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 2026 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 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?
The Elms Sports Coaches	Continued, high quality teaching of Games. Teaching sports with an outcome of participating in a tournament (intra-school) against their peers in their Year Group. Support and coaching during Games Day and demonstrate to teachers how to effectively run a range of sports. They have delivered a wide range of sports to the children allowing them to participate in as many sports as possible within our timetable. Also providing high quality training to staff to teach PE and Games in particular for teachers.	Opportunities to play other schools in inter-school competitions. Some options available but scheduling and timings were successfully around prior existing school events.	We were not able to participate in as many events against other schools as we would have liked due to a range of factors including staffing, costs, transport and this is an area we will continue to prioritise in the future. Teachers have a better understanding of teaching Games that have been observed in lessons including rules, tactics, strategies and skills to teach.
New PE Equipment (including Sports Leader Badges)	Children are encouraged to have active playtimes and engage in		High numbers of children volunteer to be Sports Leaders and

Review of last year 2025/26

	small games. We have a system where Year 6's are sports leaders and lead the Year 3s in games. They also train their replacements in Year 5 ready for the next year. PE equipment has been used by the play leaders to promote active lunchtimes and get more children active. New equipment has ensured that there are enough resources for as many children as possible to be active.		they teach games to the Year 3s that they still remember when they become Year 6s and teach them to the new Year 3s.
Replacement PE Equipment for Lessons	We have replaced our basketballs and netballs which were worn through heavy use in lessons, clubs and breaktimes.		Balls are heavily used in active playtimes and PE lessons and the worn-out nature of the balls reflects the amount of use they have received.
Games Day (Coaches to run events)	We used the Sports Premium to provide coaches to run the sporting events at Games Day – a day of sporting celebration. Part of their role was to train teachers in how to effectively teach the sports that		Games Day remains a highlight of the year and teachers learn how to play these games and how to play them; it also shows the teachers the outcomes for the learning sequence from our scheme of

Review of last year 2025/26

SEND/PPG and least Active Sports Club. Tai chi and African Dance Workshops	were being played so that they will be able to teach them effectively themselves. Once a week, our Sports Coaches ran an extra sports session during a break time for those children who are SEND/PPG or identified as a least active child or disadvantaged and gave them opportunities to attend a sports club to increase their participation and confidence in PE. Children are chosen from Year 3 and 5. Year 4 are swimming and Year 6 have Sports Leaders and other duties in school. We used the Sports Premium to give the children a taste of new experiences and sports that they may want to pursue further outside of school.		work. Least active children have a chance to participate in extra-curricular PE that they would not otherwise have access to. Those who have SEND requirements have access to a quieter PE session without the most able children where they can compete on a more level playing field.
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Intended actions for 2025/26

What are your plans for 2026/27?	How are you going to action and achieve these plans?
Intent	Implementation
Continue to keep Sports Leader Programs running, with the older children leading the youngest children in games, including with our feeder infant school.	Use of two lunchtime slots a week at Ashfield and two at Merry Hill (our feeder infant school).
Continue to run our intra-school tournaments, Games Day, and other events.	Use of Sports Coaches and lesson time for these events.
Continue to expand the range of Sports Equipment we can use including the return of table tennis. This will also include new sports as and when this becomes an option.	Use of Sports Premium and finding a member of staff to run the table tennis club.
A way to continue the PPG/SEND/Least Active Sports Sessions with the reduced amount of Sports Coach time (now only one day).	

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?
We are expecting to maintain a high and sustained level of impact from PE. Our PE curriculum is an important part of the school and our tournaments and events play a significant part of the academic year. Children engage well in PE and love their lessons. We have greater engagement with Dance and Gymnastics and offer a wide range of Sports. We want children to enjoy participating in PE and participate in extra-curricular sport both in after school clubs and outside of school. We also want to use the PE curriculum to influence breaktimes by teaching the children how to play games properly.	Pupil Voice, monitoring of lesson plans. Greater engagement of children in extra-curricular sport. Greater participation in school run clubs. Improved behaviour at breaktime/lunchtime as children will better know how to play games fairly.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Children participate and engage well in PE lessons. Children receive the opportunities to participate regularly in competitive PE. PE Games lessons build skills and give children time to practice in small games before they participate in competitive tournaments. PE is heavily linked to the school values of Cooperation, Resilience, Kindness and Respect. We also have a strong focus on Fair Play. We have seen that the children are far better able to win and lose in competitive games. They are showing more resilience and are becoming better at working as part of a team to achieve success. Children are active at break times and lunch times. Children participate well in extra-curricular clubs run at school. Children have the opportunity to participate in a wide range of sports. We are able to offer PPG children places at extra-curricular Sports Clubs.	Pupil voice feedback confirms that children enjoy their learning and participation in PE. This includes our intra-school tournaments and Games Day and Sports Day. Our after-school Sports clubs are fully attended. Children demonstrate better Sportsmanship and fair play. Children are active at break and lunchtimes – the equipment gets used heavily and needs to be replaced regularly. Sports Leaders is continually used by over 2/3 (over 40 out of 60 children) of Year 6 and is often full to capacity with Year 3 children. Y Year 3 children love playing games with the older children. It is a great way for the youngest children to get to know the older children and vice-versa.