

PE Funding Evaluation Form

2025/2026



Department
for Education



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 2024/5

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?
Provided opportunities for pupils to engage in sporting opportunities outside the school environment through the HWSSP.	We maintained gold standard of school games mark for 2024/25.	Some children did not get a chance to participate in events.	On a pupil voice survey, 40% responded with "I haven't represented the school but I would like to".
Support staff in teaching and delivering high quality PE	Dance CPD delivered to all teachers in May 2025.		
Provide more Gross Motor opportunities for EYFS	Training for EYFS on balance bikes.		

Intended actions for 2025/25

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Provide opportunities for pupils to engage in sporting opportunities outside the school environment. Ensure that the less active children get involved. Promote engagement and love of PE, sport, and healthy lifestyles. Subscribe to membership to the Hertford and Ware Schools Sports Partnership to access opportunities and events. Support staff in teaching and delivering high quality PE. Deliver high quality PE lessons through access to high quality varied resources. Provide a variety of events for sports week. Achieve platinum in the school games mark.	Sports Partnership and school games events. Koboca personal and inter school challenges. Look for suitable competitions/festivals for non-participants and SEN children. Curriculum, sports week, staff engagement and confidence, GetSet4PE Attending leadership days, competitions, festivals, SEN Parkour training for sports leads. Tennis training for sports coach James. Use external providers and use surveys to find out what sports children would like to do. Monitor events and ensure the 40% who said they wanted to participate but didn't last year get opportunities to participate.

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?
Pupils to be exposed to opportunities which we are not able to provide in school. Sports Ambassadors to run lunchtime clubs to increase confidence in sports and uptake of events. Improved staff confidence. Balanceability sessions for all Reception pupils.	Sports week. (See attached timetable). Registers from external sporting events. Skipping, push up challenge, speed stacking clubs run by sports ambassadors for all ages. Event registers. Staff leading extra-curricular clubs. CPD through GetSet4PE will be offered to all staff members. Emails sent to staff. Staff training and purchase of bikes will allow in school delivery of these sessions.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Impact through opportunities: Pupils were exposed to opportunities which we are not able to provide in school e.g. performing on stage in a theatre (Dance Competition March 2026 and dance show at Sele school), using climbing walls and canoeing (Essex outdoors), and competing against other schools (HWSSP events). Yearly forecasting allows for budget to be allocated for transport to attend sporting opportunities throughout the next academic year. Teachers run clubs after school. This a requirement for full time teaching staff and optional for support staff meaning more sports clubs are being run. This is sustainable as no external providers are needed which also means no cost. Sports Ambassadors also run lunchtime clubs. CPD – parkour which will inform our curriculum for 2026/2027. This is sustainable because the staff trained can train other staff members. Tennis training to sports coach- this is sustainable because he delivers tennis to all year groups and can train staff during these lessons.	Registers from events. Pupil voice positive feedback given from all of these events and increased uptake in sports following this. Regular reviews of the schedule of events held throughout the year. Registers from clubs. Increased achievements in sporting events due to training delivered in clubs. Observations of sports coach teaching sessions. Register of attendance at training days.

Actual impact/sustainability and supporting evidence

Continued positive impact from GetSet4PE. Lessons are high quality and children feel like they are making good progress.

Balanceability sessions were attended by all Reception pupils. Followed up by purchase of new balance bikes for use across all EYFS classes and others that might need them. This is sustainable as staff have been trained to deliver these sessions and we have the equipment we need.

Whole school participation in sports week and positive feedback from this week shows the positive impact of all our sports offers throughout the year.

Lesson observations of KS1 classes. Pupil voice feedback (Spring 26) outlining what they have improved at and what they are currently working on. "I'm much faster." "I'm better at running." "I'm getting good at games." "I'm better at relay races."

Staff confidence shown in staff surveys. Sessions run by staff.

Videos posted to dojo. Pupil and parent feedback.

Actual impact/sustainability and supporting evidence

	9-10:45	Break	11-12:15	Lunch	1-2	2-3
Monday 22nd June	Glow in the dark dodgeball- Josh Hall 9:00-9:45 yr 3 9:45-10:30 yr ¾ 10:30-11:15 year 4 Bowls Colleen back field 9-9:30 nursery 9:30- 10 R 10-10:30 R 10:30-10:45 BREAK Golf stars (David) 3-5 or 4-6 8:55-9:25 yr 5 9:30-10 yr 5/6 10:05-10:35 yr 6 10:35-10:45 BREAK Rugby 9:00-9:45 yr 6 9:45-10:30 yr 5 10:30-10:45 BREAK	BREAK @ 10:30	Glow in the dark dodgeball Hall 11:15-12:00 year 5 Bowls 10:45-11:15 yr 1 11:15-11:45 yr1/2 11:45-12:15 yr 2 Golf stars 10:45-11:15 yr 3 11:20-11:45 yr 3/4 11:50-12:15 yr 4 Rugby 10:45-11:30 yr 5/6 11:30-12:15 yr 3		Glow in the dark dodgeball Hall 1:15-1:50 year 5/6 1:50-2:25 year 6 Rugby 1:15-2 yr 4 2-2:45 yr 3/4	

Tuesday 23 rd June	Lisa archery <i>Back playground</i> 9-9:30 yr 1 9:30-10 yr 1/2 10-10:30 yr 2	BREAK @ 10:30	Lisa archery <i>Back playground</i> 10:45-11:15 yr 5 11:15-11:45 yr 5/6 11:45-12:15 yr 6		Studio Fly 1:30-2:30 Yr 4	Reading buddies. <i>Ask children to bring in sport related books, magazines, newspaper articles to share with their reading buddy. Classes arrange a time suitable to them at some point during this afternoon.</i>
	Studio Fly 10-10:45 yr 3		Studio Fly 11-11:45 yr 3/4		Speed stacking Sports ambassadors 1:15- 1:45 yr 5 1:45 – 2:15 yr 5/6 2:15 – 2:45 yr 6	
	Foundation sports (David)- multi skills 8:55-9:25 yr 1/2 9:30-10 yr 3/4 10:05-10:35 yr 1 10:35-10:45 BREAK		Foundation sports- multi skills 10:45-11:15 yr 2 11:20-11:45 yr 4 11:50-12:15 yr 3			

Actual impact/sustainability and supporting evidence

Wednesday 24th June	Pilates - Dawn Hall 9-9:30 yr 3 9:30-10 yr 3/4 10-10:30 yr 4 10:30-10:45 BREAK Speed stacking (sports ambassadors) 9-9:30 yr 1 9:30-10 yr 1/2 10-10:30 yr 2 Jujitsu all day.	BREAK @ 10:30 Break for years 5 and 6 @10:15	Pilates Hall 10:45-11:15 nursery 11:15-11:45 reception 11:45-12:15 reception Speed stacking 10:45 – 11:15 yr 3 11:15- 11:45 yr ¾ 11:45 – 12:15 yr 4 <u>10:30-11:15 meet the Paralympian virtual event years 5 and 6 in classes.</u>	District athletics ks2 Rest of KS2 watching sports/ dance events on catch up.
Thursday 25th June	Dance (Miss Gill)- in Hall 9-9:30 nursery ballet/ musical theatre 9:30-10 reception ballet/ musical theatre 10-10:30 reception ballet/ musical theatre Dance (Owen) – dining hall 9-9:45 year 5 street 9:45-10:30 year 5/6 street Cricket – field 9-9:30 yr 1 9:30-10 yr 6 10-10:30 yr 5 Basketball-Emma back playground 9:45-10:30 yr ½ Year ¾ swimming 10-11:30	BREAK @10:30	Dance (Miss Gill)- in Hall 10:45-11:15 year 1 11:15-11:45 year ½ 11:45-12:15 year 2 Modern/jazz Dance (Owen) – dining hall 10:45-11:30 year 6 street Cricket - field 10:45-11:15 yr 1/2 11:15-11:45 yr 5/6 11:45- 12:15 yr 3 Basketball- back playground 10:45-11:30 yr 2 11:30-12:15 yr 1	Dance (Miss Gill)- in Hall 1:15-1:55 year 3 1:55-2:35 year 3/4 2:35- 3:15 year 4 Jazz Cricket - field 1:15-1:45 yr 3/4 1:45- 2:15 yr 4 2:15-2:45 yr 2 Basketball – back playground 1:15-2 reception 2-2:45 reception
Friday 26th June	EYFS sports day 9:15-10		Year 1-3 sports day	Year 4-6 sports day