



2024/25 PE Funding Evaluation Form

2025/26 PE Funding Strategy

Willow Farm Primary School



Commissioned by



Department
for Education
Created by



Images courtesy of Youth Sport Trust



PE Funding Evaluation Form

- Before you decide how you are going to use the funding for this 25/26 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.

Review of last year 2024/25

What went well	How we know	What didn't go well	How we know
Awarded OPAL platinum OPAL play and active learning sessions increased lunchtime participation for all year groups.	Pupil voice surveys show 85% of pupils report being more active at lunch; lunchtime staff observations note fewer incidents of low-level behaviour.	Some KS2 pupils still opting for sedentary activities despite new equipment.	Participation tracking shows 20% of KS2 pupils rarely engage in active play.
New lunchtime and PE equipment well-used by EYFS and KS1, leading to more inclusive games.	Equipment audit shows consistent use; staff feedback highlights more varied play.	Forest Schools resources underused in wet months.	Timetable analysis and staff feedback indicate several planned sessions cancelled or replaced indoors.
Staff confidence in teaching dance and gymnastics improved through working with external coaches.	Staff self-assessment shows 70% report being "confident" or "very confident" in these areas (up from 45%).	Staff less confident in adapting sports for SEND pupils.	Staff surveys and lesson observations show limited differentiation in PE lessons.
Identified less active children engaged well in tailored clubs.	Attendance tracking shows improved participation from targeted pupils; some joined mainstream clubs after intervention.	Sustaining engagement of targeted pupils over time remains difficult.	Several pupils dropped out after initial sessions; exit surveys note loss of interest.
Pupils exposed to less common sports (e.g. archery, boccia) via external coaches and clubs.	Pupil voice indicates 65% tried a new sport this year; club registers show good uptake.	Not all sports maintained across the year due to timetable clashes.	Club attendance dropped mid-year for some sports; cancellation records kept by admin.
Retained the School Games Platinum Award, demonstrating sustained excellence in school sport provision.	Award confirmation from School Games; feedback from assessors and positive local publicity.	N/A – achievement maintained, no issues noted.	N/A

Intended actions for 2025/26

DfE 5 Key Indicators

1. The engagement of all pupils in regular physical activity.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and physical activities offered to all pupils.
5. Increased participation in competitive sport.

Spend Categories Explained:

CPD	Internal	External
Training and development for staff to improve the delivery of PE and sport	Activities, resources, and staffing led or hosted within the school.	External events, providers, or competitions that enhance pupil experience.
a) External training courses b) Upskilling staff to deliver swimming lessons c) Internal learning and development d) Inter-school development sessions e) Online training / resource development f) External coaches supporting confidence and competence	g) School based extra-curricular opportunities h) Internal sports competitions i) Top-up swimming lessons or broadening aquatic opportunities for pupils j) Active travel k) Equipment and resource l) Membership fees m) Use of educational platforms and resources	n) Activities organised by School Games organiser network o) Other inter-school sports competitions p) External coaching staff

Intended actions for 2025/26

Key Priorities	DfE Indicator Link	Actions to achieve these	Spend Category	Sub Category	Intended impact	How we will find out and know if we have intended impact	Cost
Increase daily physical activity and engagement for all pupils	1. The engagement of all pupils in regular physical activity	Continuation of 'active learning' throughout weekly timetables to ensure engagement of all pupils in physical activity – specifically the continuation and expansion of OPAL play at lunchtimes.	Internal	g) School based extra-curricular opportunities	All pupils more active throughout the school day, with improved fitness levels and reduced sedentary behaviour.	Observation of OPAL sessions, pupil voice surveys, tracking activity levels, and behaviour logs at lunchtimes.	£1500
Increase access to high-quality physical activity resources	1. The engagement of all pupils in regular physical activity	Invested money into purchasing new lunchtime equipment, Forest Schools and PE lessons for EYFS, KS1 and KS2 to encourage engagement of all children in physical activity.	Internal	k) Equipment and resource	Increased engagement in physical activity due to accessible and appealing resources for all year groups.	Equipment usage monitoring, staff feedback, pupil questionnaires, and participation registers.	£1500
Upskill staff for improved PE lesson delivery	3. Increased confidence, knowledge and skills of all staff in teaching PE and sport	Up skilling of all staff through sharing of plans, continued observation of, and involvement in, PE lessons led by external PE providers (once a week all year), specifically dance and gymnastics, to enable the delivery of high-quality PE lessons.	CPD	f) External coaches supporting confidence and competence	Staff more confident and skilled in delivering a range of PE lessons independently.	Staff self-assessment surveys, lesson observations, and planning scrutiny.	£8500

Intended actions for 2025/26

Raise the profile of PE and sport in school	2. The profile of PE and sport is raised across the school as a tool for whole-school improvement	Celebrating sporting achievements in weekly whole school assemblies/in class and delivery of sports specific assemblies (specifically sports values). Newsletters each half term feature a club or sport covered.	Internal	h) Internal sports competitions	Increased awareness and value of PE and sport across the school community.	Pupil voice, assembly attendance logs, and increased participation in sports clubs/competitions. Newsletter records, website/social media engagement analytics.	£500
Provide competitive opportunities for all pupils	5. Increased participation in competitive sport	Wide range of inter-school competitions and festivals were entered, providing opportunities for all pupils at KS2 and most at KS1 to represent the school.	External	o) Other inter-school sports competitions	Increased number of pupils representing the school in competitions.	Participation registers, competition results, and pupil feedback.	£1000
Broaden the range of sports offered to all pupils	4. Broader experience of a range of sports and physical activities offered to all pupils	External PE providers to offer a broad range of sports in PE lessons and extra-curricular clubs, including bikeability, bocchia, archery, footgolf	External	p) External coaching staff	Pupils experience new sports, developing wider skill sets and interests.	Club registers, pupil surveys, and monitoring uptake of less traditional sports.	£4000
Increase engagement of less active children	1. The engagement of all pupils in regular physical activity	Target less active children/those who would benefit from additional sporting activities to attend targeted in-school interventions, extra-curricular clubs or fixtures.	Internal	g) School based extra-curricular opportunities	Reduced inactivity among targeted pupils and improved confidence in physical activity.	Attendance registers, fitness tracking, and pupil voice.	£1500

Intended actions for 2025/26

End of 25/26 Review: Actual impact/sustainability

Impact we have seen	Evidence to support