

PE Funding Evaluation Form

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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 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.

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?
1. In class and movement breaks, utilizing outdoor equipment was well received by pupils. Use of equipment during break/lunch has improved, improving mental health and well-being. 2. Sporting achievements in and out of school have been well celebrated throughout the academic year. 3. A variety of 'engage and inspire' activities were offered through curriculum, after school clubs and UBC. 4. All pupils had enrichment and competition opportunities on offer, allowing access to higher-level intra- and inter-school competitions across a wider range of sports.	1. Increased record of movement break opportunities offered and deployed. Outdoor equipment area is always in use by pupils. 2. Alongside the in school offer of sports days and the fun run, additional assemblies were used in collaboration of sporting achievements, which was shared amongst the BMS community. 3. An enriching PE offer enabled pupils to access a variety of sports, encouraging a breadth of opportunity and embed positive experiences. 4. BMS continued to access a number of PEDSSA events and fixtures, further challenging students' abilities, resilience, technique, and competitive strategies.	1. Lunchtime club offer was limited, due to inconsistencies of a clear timetable. Roles and responsibilities of staff was unclear. 2. Active leadership opportunities were offered within lessons, but additional roles were not made available for pupils. 3. Specific external sporting CPD opportunities were not achieved.	1. Pupils and staff were unaware of the offer and equipment was limited, resulting in low numbers. 2. Sport Leaders were not assigned and pupils were unable to attend relevant training opportunities outside of school. 3. Due to a change of PE staff, the identified areas of development differed from the original plan.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
- Through sport, we will inspire individuals to lead with purpose, collaborate with strength, and thrive within an active and inclusive community. - Identify areas for development for members of staff in the implementation and delivery of PE to ensure a broad range of activities are delivered. - Identify swimmers unable to swim a minimum of 25m unaided and provide an 8-week block of lessons during UBC. - Offer a wider breadth of sport specific activities to pupils to inspire and promote an active life. Collaborate with PEDSSA to ensure pupils are exposed to a good offer of positive and competitive sporting experiences. Initiate 'Sport Stream' to further develop pupils, providing an enrichment programme in addition to current PE offer. - Plan and coordinate fully inclusive and engaging sporting events throughout the year, through sports days, inter/intra house competitions, athlete visits and fun runs. Promote a sense of unity, motivation and pride amongst the BMS community. - Raise the quality of learning and teaching in PE by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupil attainment. Embedded progression pathways ensuring consistency year to year.	- Allocate sports ambassadors across every year group to develop and engage pupils to be more active and embedding leadership opportunities through experience and training. Increase opportunities for all pupils to participate in competitive sport through student lead intra house competitions throughout the school day. Celebrate sporting achievements in and out of school, using assemblies, online platforms and notice boards. Continue to develop relationships with local schools to increase our offer of fixtures, friendlies and sporting events. Laise with pupils via sport ambassador meetings and pupil voice surveys to assess our current sporting offer in the curriculum, lunchtime and after school clubs. - Collaborate with PE staff to ensure high quality CPD opportunities are available to develop confidence when teaching key areas of the curriculum promoting professional growth. Offer team teaching and in house CPD opportunities to utilize in house expertise and experience. Improve on previous years sports lunchtime and after school offer. Purchase equipment required to ensure high quality teaching, with a particular focus on hockey and rugby. Purchase football goals in association with FA guidelines for 2026. - Provide opportunities for non-swimmers or less confident swimmers with the view of increasing the percentage of children who can swim, before leaving BMS. Target KS3 by offering small group sessions and develop water confidence. - Review current curriculum offer and identify opportunities for a wider breadth of sport in KS2 and KS3. Collaborate with PEDSSA and PE leads to ensure an increased offer of experience is available to more pupils. Embed 'Sport Stream' into school life, as an additional opportunity for pupils to further progress within chosen sport. - Raise awareness of all-inclusive sports and encourage pupil, parent and staff collaboration to celebrate activity and healthy competition. Book athlete visit to inspire and motivate pupil involvement. Purchase team kits to promote the sense of teamwork and unity amongst the pupils. Staff uniforms to demonstrate the level of excellence and professionalism at BMS. - Purchase tracking and monitoring PE platform to ensure consistency and effectiveness is achieved. Explore online platforms such as, PE Passport or Get Set PE to embed progression pathway and ensure consistency year to year, supporting staff in administering enriching curriculum for all pupils. Explore external OAA company to provide exciting cross curricular challenges for all pupils.

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?
1. Learners demonstrate reinforced cooperation, communication, and empathy during team-based games. Through Sport Ambassador roles, learners build confidence and develop a sense of ownership and responsibility. Learners are encouraged to celebrate effort and progress, not just outcomes, fostering a growth mindset. Core values such as respect, perseverance, and teamwork are embedded beyond PE, influencing behaviour and attitudes across the classroom and wider school culture. As a result, learners feel more connected to school life, leading to improved attendance and a reduction in low-level disengagement. 2. CPD for staff - Primary teachers will become more confident to deliver effective PE and be a part of supporting pupils to undertake extra activities inside and outside of school. External coaches will implement lessons and share pedagogy for teachers to implement ongoing practice. 3. Increased number of BMS pupils will be able to swim a minimum of 25m unaided. Encourage importance of swimming as a life skill beyond school, with increased awareness to staff and parents. 4. An increased sporting offer at BMS, enabling pupils to experience a wider breadth of activities to promote a healthy active life. More events, fixtures, and competitions entered through PEDSSA and external opportunities compared to previous years. 5. Highly motivated pupil with a sense well-being, promoting school and values. Increase sense of school community and teamwork. 6. Access to PE specialism will provide a comprehensive PE plan, including assessment and tracking platform designed to enable teachers to deliver enjoyable and active lessons, with access to high quality PE lesson plans. PE staff will have a clearer understanding of which groups should be targeted to provide interventions and maximise pupil engagement and outcomes. Pupils and staff will gain confidence in OAA unit.	1. Pupil voice surveys highlighting increased confidence and involvement Increased number of applicants applying for Sport Ambassador roles. PE lesson observations showing cooperative play and peer collaboration. Adapted lesson plans demonstrating differentiated provision. Attendance and behavior tracking showing improvement post activity 2. Learning walks will show that the teachers lessons will be planned and delivered with confident impacted the progress of the students within their class. Teachers will begin to talk about teaching PE in a positively and share practice. Children will be able to comment positively on the teachers lessons. Teachers will show consistency and need less support in planning and delivering a lesson. Records of sport club offer will increase from previous years data. 3. Pupil survey showing ability and confidence Learner progress tracking from before 8-week block offered. Ongoing relationships built with local school pools 4. Capture a fostered sense of achievement and belonging through pupil voice. Clear progression of external opportunities compared to previous year. Improves accessibility for sporting pupils and an increased offer for all pupils through intra and inter house opportunities. 5. Pupil survey and feedback from staff and parents. 6. Staff Survey Pupil Survey Comprehensive report of interventions and the impact on pupil morale.

Actual impact/sustainability and supporting evidence 2025/26

What impact/sustainability have you seen?	What evidence do you have?
Learners demonstrate improved cooperation, communication, and empathy through team-based activities. Sport Ambassador roles develop confidence, leadership, and responsibility. A growth mindset is embedded through celebrating effort. Increased connection to school life leads to improved attendance and reduced disengagement. Sustainability is ensured through ongoing leadership opportunities and embedded school values. Staff CPD has increased teacher confidence and competence in delivering high-quality PE. External coaches have upskilled staff through shared pedagogy. Teachers now support extracurricular and wider participation more effectively. Sustainability is achieved through long-term skill development and reduced reliance on external providers. Due to limitations in pool availability, staffing capacity, and curriculum time, additional swimming provision was not prioritised during this academic year. Assessment data indicated that the vast majority of pupils already meet the 25m National Curriculum requirement, with only a small number identified as non-swimmers. As a result, swimming was not identified as an area where significant whole-school impact could be achieved through Sport Premium funding. Future provision will remain targeted, with a focus on supporting identified pupils who require further development, while continuing to promote swimming as an important life skill. Broader sporting offer with increased participation in clubs, competitions, and external events. Greater pupil engagement and exposure to a wider range of activities. Sustainability through established partnerships and diverse provision encouraging lifelong activity. Pupils demonstrate improved motivation, well-being, and sense of belonging. Stronger school community and teamwork, with pupils promoting school values. Sustainability ensured through continued focus on inclusive sport and leadership opportunities. Access to PE specialism has strengthened curriculum design, assessment, and staff delivery across the school. Rather than engaging external providers for Outdoor and Adventurous Activities (OAA), the school utilised high-quality planning resources and existing staff expertise to deliver an enriched and cost-effective programme. Teachers now use structured planning and tracking systems to effectively target and support pupils, while increased staff confidence in delivering OAA has been achieved through internal collaboration and practice. Sustainability is secured through embedded systems, effective use of internal capacity, and continued development of staff skills.	Pupil voice surveys; behaviour logs showing reduced low-level incidents; attendance data for targeted pupils; learning walks and lesson observations; Sport Ambassador records and pupil reflections; teacher feedback on behaviour and attitudes across curriculum. Staff confidence surveys (pre/post CPD); lesson observations; planning scrutiny; CPD attendance records; external coach reports; increased number of staff leading clubs and competitions. Swimming assessment data shows that the majority of pupils meet or exceed the National Curriculum requirement of swimming 25m unaided, with only a small number identified as non-swimmers. School tracking records confirm that the proportion of pupils not meeting the standard is low, limiting the potential for whole-school impact. Audit of provision constraints highlights: Limited local pool availability, staffing capacity challenges affecting safe delivery ratios, timetabling pressures within the curriculum, cost-benefit analysis of Sport Premium spend determined that allocating funding to swimming would not yield significant impact compared to other priority areas. After School club registers and tracking showing increased participation; competition logs (PEDSSA and external); year-on-year comparison data; participation analysis including disadvantaged pupils; event records, photos, and pupil voice feedback. Timetabled lunchtime club offer and engagement demonstrates a clear improvement in comparison to previous years. Well-being surveys; attendance and behaviour data; case studies of targeted pupils; teacher observations; participation data in school events; student leadership feedback. Curriculum documentation and planning resources evidence the use of structured, high-quality OAA units delivered through internally sourced schemes, supported by a staff skills audit that identified existing expertise within the team. Cost analysis highlights more efficient use of SP funding through this approach, avoiding external provider costs. Lesson observations and learning walks confirm effective delivery, strong pupil engagement, and clear progression, while assessment and tracking data show pupils successfully developing key skills such as teamwork, resilience, and problem-solving. Staff feedback surveys demonstrate increased confidence in delivering OAA.