

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 2023/24.
- 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 spend:

What went well?	How do you know?	What didn't go well?	How do you know?
• The PE Lead attended a conference to develop expertise in girls' sport, EYFS physical development, and active learning strategies. • ECTs received specialist training in delivering PE lessons. • Staff confidence in teaching PE has begun to improve through the introduction of a new curriculum package based on staff feedback. • Staff were upskilled in swimming lesson delivery through PE advisor-led training. • The PE Lead worked with the new sports lead to plan for long-term curriculum development and resource selection. • Climbing frames and monkey bars were installed to support active play and strength development in EYFS and KS1. • Playground toys and a construction area were set up to encourage physical activity during	• Conference attendance enabled the PE Lead to feedback current thinking and best practice to staff, with hopes to complete training on EYFS physical development training shared with staff. • ECTs reported increased confidence following PE delivery training. • Staff surveys led directly to the adoption of a new PE curriculum package, improving teacher clarity and lesson consistency. • Staff swimming CPD led to better-prepared delivery of swimming sessions, increasing confidence and enjoyment. • Strategic planning time between PE Lead and sports lead ensured new curriculum resources were matched to the long-term map for 2025–26. • EYFS and KS1 children are using new climbing and monkey bar equipment daily during outdoor	• Equipment that was put onto the playground was quickly broken or lost on the roof. • Playtimes dominated by the same children playing football.	• Physical activity increased dramatically during break and lunch times and has petered out as the amount of equipment has reduced – in 2025/26 we will re-evaluate how play equipment is stored and distributed. • Same children physically active at lunchtimes – in 2025/26 we are hoping to have play leaders and clubs run with a wider variety of sports.

breaktimes. • Boot scrapers were installed to allow year-round use of the field, extending opportunities for outdoor activity. • Sensory equipment was purchased to support sensory circuits, helping SEND and disadvantaged pupils develop physically. • A lunch club delivered by Premier promoted increased activity during lunchtimes. • Costs were subsidised for PGL, ensuring all children—especially disadvantaged pupils—could access outdoor residential experiences. • Equipment was bought to support the continued running of Netball club. • Resources were purchased to enhance physical development in Y1 continuous provision. • The skipping initiative was relaunched, including a themed week, assemblies, class lessons, and reward certificates. • Curriculum delivery was supported through equipment purchases aligned with new content.	sessions. • Pupils across year groups are using new playground toys and the construction area at break times, improving physical activity levels. • Pupils access the field more frequently, even in wet weather, due to the installation of boot scrapers. • Sensory circuits are now regularly used with targeted pupils, with positive feedback from staff on engagement and regulation. • Lunch club is attended well, and pupils show greater enthusiasm for lunchtime activity. • Netball club has been well-attended and well-equipped, and continues to run smoothly. • Observations in Y1 show improved engagement in physical tasks through use of new continuous provision resources. • Every class took part in Skipping Week, with lessons delivered, assemblies held, and certificates awarded. • Curriculum coverage aligns closely with equipment use, ensuring progression and access to all		
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• A storage shed was built to improve the organisation and lifespan of PE equipment. • Paralympic sports like boccia, blind football, and archery have been resourced. • Girls in Years 5 and 6 participated in specialist Netball training with Performance Netball. • A wide range of free additional opportunities were taken up: Bikeability for Y4 and Y6 Korfball tasters and a house competition for Y4 and Y5 Cricket tasters for Y3 and Y6 A 6-week cricket programme for Y5 including teacher CPD	content areas. • Equipment will be in good condition and accessible for 2025, improving lesson preparation and reducing lost time. • Paralympic sports have been incorporated into the 2025-26 curriculum and PE displays. • Girls who attended Netball training showed improved confidence and interest in sport. • Registers, photos, and pupil voice demonstrate high levels of engagement in all free taster sessions and competitions. • Y5 teachers reported increased confidence in cricket delivery after team-teaching the 6-week All Stars programme.		
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Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Key indicator 2: Improve the engagement of all pupils in regular physical activity - More children being physically active at break and lunchtimes through access to more sports clubs. - Retain the skipping initiative. - House competitions facilitated by house captains that include a focus on being physically active. - Children in Years 3 and 4 to access a unit on raising awareness of Paralympic sports. Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport - Staff surveyed to analyse what further support is needed.	Key indicator 2: - Children still using trim trails, large climbing frames and construction area. There has been more of a push this year to use the field all year round and get children out in all weathers to keep active. - Sports Leader has been able to support across both playgrounds. When on the KS2 playground, they have been able to support the Y6 Sports Leaders to run activities for the Y2 children. £5332 – Lunchtime Sports Provision - Skipping week was celebrated again this year. More skipping ropes have been purchased so that every child has one of a suitable length and that a long skipping rope has been put in a class 'Active Bag'. - House competitions have unfortunately not happened as we have focused on attending more competitions through the sports partnership. - The Breaking Barriers unit was successfully introduced in Years 3 and 4, with great levels of engagement in Paralympic sports. Key indicator 1: - PE Curriculum Lead and EYFS teacher attended course on the Early years Motor Screening Programme. - Sports Leader began Level 5 Specialism course and attended courses including 'What does outstanding PE look like?', Tag Rugby and Safe Practice in PE.

Intended actions for 2025/26

- Specialist teachers to support with the delivery of tag rugby, tennis and cricket. - Sports leader upskilled.	- Forest School lead attended Forest School training. £3487 – External CPD - Staff feedback indicates a highly positive transition from the previous scheme. Teachers feel the new GetSet4PE plans are "simple to use" and "clear," with the videos being cited as a key support tool. Teacher surveys correlate directly with Pupil Voice feedback stating that pupils feel safe, supported, and have a high level of enjoyment. - Specialist teachers in cricket have supported the CPD of teachers in Y3. £8148 – Improving access to high quality resources to support effective delivery of PE curriculum
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils - Extra-curricular clubs to be well resourced to allow for a broader range of activities to be on offer - Local clubs invited in to do assemblies and raise the profile of a variety of sports	Key indicator 4 - Sports clubs consistently running after school with a range of activities on offer. Responded to parent feedback that they wanted to know about the club offer sooner and have prepped extra-curricular timetable before the new term as a result. - Cambridge Korfball club have supported by running an after-school club. - Cambs Cricket have supported through delivering lessons in school. - Bikeability sessions for Y4 and Y6. - Unfortunately, no other partnerships with local clubs have taken place. - Forest School has been set up and had a trial half term with small groups has been completed. £383 – Setting up Forest School
Key indicator 5: Increased participation in competitive sport - Sign up for the Cambridge School Sports Partnership for competition	Key indicator 5 We signed up for the South Cambs Sports Partnership this year and attended: - Y5/6 Tag Rugby Northampton Saints competition - Y4 Tag Rugby Competition SCSSP

Intended actions for 2025/26

package for next academic year.

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- Y3/4 Tennis Festival SCSSP
- Y5/6 Girls Football Development SCSSP
- Y3 Athletics Event SVC

£1090 – South Cambs Sports Partnership

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?
Key indicator 1: Staff upskilled and confident using the new curriculum. Sports Leader running and delivering sessions effectively. Key indicator 2: Improve the engagement of all pupils in regular physical activity. Pupils will enjoy participating in sporting activities. There will health benefits as a result of increased exercise levels. With the potential for a larger choice of sporting activities being offered, more pupils, including those with SEND/ those pupils who have previously opted out of sporting events – in terms of taking part in competitions. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils – intended impact, as above. Key indicator 5: Increased participation in competitive sport. Pupils enjoy the thrill of competing against others. The quality of sport played will improve.	Evidence will include feedback from pupil voice surveys; staff surveys. Feedback from pupil/ parent surveys. Book looks/ pupil attainment will demonstrate the efficacy of higher pupil activity at break and lunch. The number of days absent for pupils will decrease. Annual weights and measures of pupils will show an improving trend regarding pupils' fitness levels. There will be increased number adapted multi-sports so that sports at The Bellbird is more inclusive.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
The impact of this year's funding and strategic focus shows clear progress in student activity levels, staff capability, and broader curriculum experiences. Several of these initiatives have built-in sustainability for future academic years. Staff Expertise (CPD Sustainability): Rather than just paying for external coaches to deliver sessions, funding was directed into structural qualification courses (Level 5 Specialism, Early Years Motor Screening, and Forest School training). This builds long-term, internal expertise that stays within the school, reducing future reliance on outside providers. Enhanced Teacher Delivery: The transition to the GetSet4PE scheme has sustainably upgraded how PE is planned. Because teachers find it "simple" and "clear" with video supports, the quality of delivery will remain high in subsequent years. Additionally, the physical infrastructure—such as purchasing individual skipping ropes for all students and establishing "Active Bags"—means these resources remain available for continuous use.	Key Indicator 1: Staff Confidence, Knowledge, and Skills • Survey data: Teacher surveys directly correlate with Pupil Voice feedback. Staff noted that the GetSet4PE plans are "simple to use" and "clear," heavily praising the instructional videos. • Course attendance records: Documented CPD completion, including the PE Lead and EYFS teacher attending the Early Years Motor Screening Programme, the Sports Leader starting the Level 5 Specialism, and the Forest School lead completing training. • Financial investment (see above) Key Indicator 2: Engagement of All Pupils in Regular Physical Activity • Resource allocations & utilization: Evidence of physical purchases (skipping ropes for every child; class "Active Bags") and recorded consistent pupil use of trim trails, climbing frames, construction areas, and all-weather field spaces. • Peer leadership tracking: The Sports Leader effectively

Actual impact/sustainability and supporting evidence

High Engagement in Active Play: Pushing for all-weather outdoor field usage alongside trim trails and climbing frames has shifted student habits toward consistent daily activity. The successful trial of a Forest School provision establishes a new, diverse outdoor learning branch that can be scaled up.

Streamlined Extra-Curricular Systems: Responding to parent feedback by preparing the extra-curricular timetable before the new term starts creates a highly sustainable, repeatable organizational framework that protects future club attendance and planning.

managed cross-playground activity, directly supporting Year 6 Sports Leaders to run physical activities for Year 2 children

- Curriculum success: Successful delivery of the "Breaking Barriers" unit in Years 3 and 4, verified by high student engagement metrics in Paralympic sports.

Key Indicator 4: Broader Experience of a Range of Sports and Activities

- Club Partnerships & Provision: Active partnerships demonstrated by Cambridge Korfball club running an after-school club, Cambs Cricket delivering in-school lessons, and completed Bikeability sessions for Years 4 and 6.
- Forest School Trial: Completion of a trial half-term with small groups, supported by investment.

Key Indicator 5: Increased Participation in Competitive Sport

- Physical registration and attendance records for the South Cambs Sports Partnership package, which saw student teams participate in several events.