

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 2024/5.
- 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 2025-2026

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend

At Tilston Parochial CE Primary Academy, we endeavour to provide a high-quality physical education curriculum that encourages our pupils to live an active and healthy lifestyle both now and in their future adult lives. Our aim is to ensure as many pupils as possible have the opportunity to engage in sport each week and have the courage to take part in competitive sport whether that be in intra, inter school sports or sports within the community. Physical education is not only PE lessons, but the many hours of playtimes, extra-curricular clubs, adventurous activities and outdoor exploring, they all contribute greatly to the health, fitness and well-being of our children. It is a great source of fun and enjoyment for all. Friendships are developed, confidence is boosted and positive respectful attitudes are established in order to bring out the best in everyone.

What went well?	How do you know?	What didn't go well?	How do you know?
SPORT COACH- MS GILL SHONE CEPD provide quality sport coaches who provide high quality CPD for teachers and teaching assistants.	Impact- Teachers are more confident delivering PE curriculum lessons. After school clubs- Improved engagement at after school clubs. Success in local sporting events.	Engagement- We have a small number of children and parents who do not like/value PE lessons and therefore frequently ask for children to be excused from lessons. We are consistent in our communication to parents and expect all children to take part if they are well enough to attend school.	Children requesting to be excused.

Review of last year 2025-2026

OUTDOOR EXPLORING- GEMMA DAVIES All children take part in 2 sessions per term. The sessions work well with children and parents thoroughly enjoying and valuing the sessions. Teachers/Tas observe and support for quality CPD. Children are engaged, enthusiastic and achieve well. Pupils make good progress.	Pupil Voice/observations/parent feedback. (Led by PE Lead- Mrs C Bryan) Extra-curricular clubs are well attended.	We initially organised for fortnightly sessions which were very costly and impacted on the broad and balanced curriculum. We tried to link outdoor sessions with specific curriculum areas however this did not work well. We agreed to use outdoor exploring to develop PSHE skills and wellbeing for pupils.	Staff reviews- Half termly review staff meetings to discuss the impact.
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Review of last year 2025-2026

Bishop Heber High School Link Partnership	Participation in yearly programme of sporting competitions across the whole year for all different ages, including the following: Tag rugby, hockey, cross country, multi-skills, netball, rounders, sports hall athletics and cricket. Good engagement. Success from teams both sporting achievements and increased confidence.	Organisation- We experienced some competition with parents and chosen teams. We started using School Spider to communicate with parents of the chosen team members to avoid any conflict between families.	Feedback from parents- face to face and emails.
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Review of last year 2025-2026

Chester Cricket High quality coaching to enrich the PE curriculum working in partnership with teachers and teaching assistants.	Weekly (x6 sessions) Autumn term (KS2) Spring Term (EYFS & KS1) Observations and pupil voice showed high levels of engagement and enjoyment. Several children joined local All Stars Cricket Clubs and have continued to play. Upskilled teachers confidently delivering high quality lessons. KS1 attending All Star Cricket Clubs in the local area.	EYFS & KS1 engagement in after school extra curriculum sports clubs is lower than in KS2.	Monitoring the numbers attending in school clubs.
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Intended actions

What are your plans for 2026/27?	How are you going to action and achieve these plans?
Intent	Implementation
Sport Coaches We are continuing to work in partnership with CEPD to develop our teachers and teaching assistants. Teachers and TAs will continue to receive weekly high quality CPD to further develop the quality of teaching and learning across the school. These sessions are not to cover PPA and staff attend coaching sessions and work in partnership with the coaches. E.g. Team teach. Outdoor Exploring We have booked 2 days per term for all 4 classes. Each class have two sessions in the outdoor area with expert- Adam Strefford. Staff will accompany Mr Strefford and support children's wellbeing, self-confidence, esteem and support their development. Chester Cricket To provide high quality cricket coaching to enrich and enhance the PE curriculum in partnership with staff. Community Links- Links with outside providers to enable children to access clubs outside of school. Swimming Additional swimming sessions to be provided for children not meeting the expected level at the end of KS2.	Every child will have two hours of quality PE sessions per week. Staff will have quality CPD sessions for 6 weeks per term to develop their teaching, learning and confidence. Children from EYFS to Year 6 will have 1 full day per term of high quality outdoor learning- exploring the outdoor environment and enriching the PSHE curriculum. Every child will take part in additional cricket sessions for a total of 6 weeks. Extra-curricular sessions will be delivered after school for children reception-year 6 to take part in. Parental survey carried out to determine number of children not able to swim 25 meters unaided by the end of KS2.

Intended actions

Sports Equipment

Carry out an audit on sports equipment and purchase quality resources to enhance PE curriculum lessons.

Additional lessons to be costed and organised.

C Bryan to carry out an audit of equipment inline with the new Primary PE Planning and order any equipment needed.

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?
Sports Coach- G Shone & Chester Cricket • Develop skills across a range of sports. • Offer the children a balanced and varied extra-curriculum programme. • New sports- offer a range of sports children won't access in the curriculum. • Upskill staff to develop teaching and learning across all year groups. • Increase the number of participants. • Free Club-Providing free sports clubs to encourage engagement for all families. • Increased attendance. • Children to attend clubs outside of school- All Stars Cricket/ Malpas Football & local dance clubs.	• CEPD Lesson observations- Judith Gilmore & Christy Bryan • Increased participation in competitive sports outside of school. • Increased engagement in a wider range of clubs after school. • Staff more confident in delivering PE sessions- CB to complete staff questionnaires. • Monitor club attendance. • Pupil questionnaire focusing on attendance of clubs outside of school. • Attendance at All Star Cricket
Sports Leaders • Develop leadership skills through delivering sporting events- sports day. • Sports leaders to gather and evaluate student voice. • BHHS Buddy System- young leaders to participate in training to deliver playground activities and games. • Young leaders to manage a small budget to provide quality playground equipment which can be used by all pupils.	• Children confident in delivering sporting events. • Children are proud to represent the school in their young leadership role. • More children actively involved and developing skills through playground activities and games. • Quality resources used respectfully under the guidance of sports leaders. • Quality playground resources accessible to all.

Expected impact and sustainability will be achieved

Bishop Heber Sports Partnership

- Attendance at all BHHS local competitions.
 - Increased participation in competitive sports events at BHHS against local primary schools. (Broxton Federation Group)
 - A calendar of sports competitions for children from KS1-KS2 (Boys and girls)
 - Clubs- Sports coach to offer a wide range of sport clubs. Staff clubs linked to local competitions.
- Increased motivation, competence and confidence through competition with a focus on participation.
 - Attendance at all events.

Actual impact/sustainability and supporting evidence

Provision 2025-2026	What impact/sustainability have you seen?	What evidence do you have?
CEPD- Gill Shone (Sports Coach)	Working alongside the specialist sports coach improved the quality and consistency of PE teaching. Teachers and TAs participated in sessions rather than using the provision as PPA cover, enabling them to observe, team-teach and develop their own subject knowledge. Staff confidence in delivering PE increased and pupils benefited from high-quality teaching across a broader range of sports.	• PE lead lesson observations and monitoring • Staff feedback/questionnaires • CEPD feedback/observations • PE planning • Photographs of sessions • Pupil voice

Actual impact/sustainability and supporting evidence

Extra Curricular Clubs	A range of sporting opportunities was provided beyond curriculum PE. Clubs were well attended overall, particularly by KS2 pupils, and gave children opportunities to develop skills, confidence and enjoyment of physical activity. Free opportunities helped ensure that financial circumstances were not a barrier to participation /SEND participation	• Club registers • School Spider club information • Participation records • Pupil voice • Photographs/newsletters • Records of disadvantaged
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Actual impact/sustainability and supporting evidence

Outdoor Exploring	All pupils accessed regular specialist outdoor learning. Sessions supported physical activity alongside confidence, resilience, teamwork, communication and wellbeing. Staff worked alongside the specialist practitioner, providing opportunities to develop their own confidence in using outdoor learning. Following evaluation, provision was adapted so that sessions had a clearer focus on PSHE, wellbeing and personal development rather than attempting to link every session directly to curriculum subjects	• Pupil voice • Parent feedback • Staff observations • Photographs/newsletters • Outdoor Exploring timetable/registers • Half-termly staff review discussions • PE lead monitoring
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Actual impact/sustainability and supporting evidence

Bishop Heber High School Sports Partnership	Pupils participated in a broad programme of inter-school competition, including tag rugby, hockey, cross country, multi-skills, netball, rounders, sports hall athletics and cricket. Opportunities were available across different age groups and enabled pupils to represent the school, develop teamwork and experience competitive sport. Pupils demonstrated increased confidence and pride in representing Tilston.	• Competition calendar • Team/participation lists • BHHS competition records/results • School newsletters and social media • Photographs • Pupil voice • Certificates/awards
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Actual impact/sustainability and supporting evidence

Competitive Sport	Participation in inter-school competition gave pupils opportunities to apply skills learned in PE lessons and clubs in competitive situations. Pupils experienced both success and challenge, supporting resilience, teamwork and sportsmanship. The school continued to achieve success at local sporting events while maintaining a strong emphasis on participation and confidence	• Competition results • Team lists • Photographs • Newsletter reports • Pupil feedback • BHHS partnership records
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Actual impact/sustainability and supporting evidence

Cheshire Cricket Coaching	Specialist cricket coaching enriched curriculum PE. Six-week blocks provided pupils with high-quality coaching while staff worked alongside coaches to develop their own knowledge and confidence. Pupils demonstrated high levels of engagement and enjoyment. Importantly, the provision also supported participation beyond school, with several pupils joining local All Stars Cricket opportunities and continuing to play cricket	• Chester Cricket coaching timetable • Registers • Staff observations • Pupil voice • Photographs • Evidence of pupils attending All Stars Cricket/local clubs • Staff feedback
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Actual impact/sustainability and supporting evidence

Staff CPD	Investment in specialist coaching had a sustainable impact because school staff worked alongside coaches rather than the provision replacing teachers. Teachers and TAs developed subject knowledge, ideas for activities, understanding of progression and confidence in delivering PE independently. This learning can continue to benefit pupils after the funded coaching has ended.	• Staff questionnaires/feedback • Lesson observations • PE lead monitoring • Planning scrutiny • Records of team-teaching/coaching blocks
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Actual impact/sustainability and supporting evidence

Supporting impact statement

At Tilston Parochial CE Primary Academy, the Primary PE and Sport Premium supported a broad programme of curriculum PE, specialist coaching, outdoor learning, extra-curricular activity and competitive sport during 2025–2026.

The funding had a positive impact on both pupil outcomes and the sustainability of PE provision. Specialist coaches from CEPD and Chester Cricket worked alongside teachers and teaching assistants rather than replacing them. This provided ongoing professional development and increased staff confidence, knowledge and ability to deliver high-quality PE independently. Pupils benefited from opportunities to experience a wide range of physical activities and sports, both within and beyond the curriculum. Participation in the Bishop Heber High School partnership enabled children across the school to represent Tilston in local competitions including tag rugby, hockey, cross country, multi-skills, netball, rounders, sports hall athletics and cricket. These opportunities supported pupils' physical competence as well as confidence, resilience, teamwork and pride in representing their school.

Outdoor Exploring also made an important contribution to pupils' physical and personal development. Evaluation during the year led the school to refine this provision, with a greater emphasis on wellbeing, confidence, teamwork and PSHE. This ensured that future spending was more focused and represented better value while protecting the breadth of the curriculum.

Specialist cricket provision was particularly successful in developing links between school sport and lifelong participation. Pupils demonstrated high levels of engagement and enjoyment, and several children progressed to community opportunities such as All Stars Cricket.

Monitoring also identified priorities for further development. Although extra-curricular provision was well attended overall, participation among EYFS and KS1 pupils was lower than KS2. The school also continued to work with a small number of pupils and families where engagement with PE was lower. These findings have directly informed the school's plans for 2026–2027, including a broader extra-curricular offer, stronger community links and closer monitoring of participation.

Overall, the 2025–2026 Sports Premium strengthened the quality of PE teaching, staff expertise, pupil participation, competitive opportunities and links with community sport, while establishing sustainable improvements that will continue to benefit pupils beyond the period of funding.