

PE Funding Evaluation Form



Commissioned by

Department
for Education

Created by
 Association for
Physical
Education



Review of last year 2025/26

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What went well?	How do you know?	What didn't go well?	How do you know?
Inclusivity of more children in sport due to festival attendance	Embedded use of Get Set 4 PE as a record to monitor children's involvement	Still want to engage more children that have not chosen to attend these events	Get set monitoring tool.
Competition participation and achievement	Multiple teams being entered to include a greater number of children from each year group	We would like to have attended more events but sometimes we don't have the staff to facilitate this	Not able to say yes to as many events as we would have liked to.

Review of last year 2025/26

Increased engagement of all pupils in regular physical activity	Premier education to support the engagement of children at lunchtimes Year 6 playground leaders responsible for playground zoned areas Purchase of specific resources for playground and use of specific storage Balancability and promoting positive travel to school	Playground equipment not looked after as well as expected/equipment lost MSAs not trained to facilitate activities and support play leaders	Lunchtime staff not upskilled yet Missing equipment
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Review of last year 2025/26

Consistency of teaching using Get Set 4 PE following year group progressions throughout the school	All teachers using Get Set 4 PE for planning, delivery and assessment	Assessment consistency	The Get Set 4 PE assessment criteria is very achievable and notes to be made why any children are below so that we can support this Paper assessment sheet not updated consistently need to convert pdf documents so they can be edited.
Increased confidence, knowledge and skills of all staff in teaching PE and sport	CPD sessions for all teaching staff and individual staff in a range of different sports including, dance, cricket, gymnastics, OAA and tennis	On occasion staff still lack confidence in certain areas	Staff feedback

Review of last year 2025/26

Pupil voice and teacher voice to gain a deeper understanding of what our school staff and pupils require.	This is constantly under review to compliment the children and the teachers		
Enhanced swimming offer	None swimmers and PPG children (Year 3-6) attended a 6 week swimming course. All children attend swimming in Year 4	Water safety session for Year 4	Water safety session did take place for Year 4 but not all pupils had the correct clothing. Better communication between school and swimming school required.
PE apprentice	Supporting lessons, set up and preparation	Coaching	PE lead needs to facilitate more opportunities for apprentice to coach.

Review of last year 2025/26

Intended actions

What are your plans for 2026/27?	How are you going to action and achieve these plans?
Intent	Implementation
1. To increase and sustain the engagement of all pupils in regular physical activity	Premier education to support the engagement of children at playtimes Year 6 playground leaders to take responsibility of the playground zoned areas Play leader training to be booked for Year 5s and MSAs Purchase specific resources for playground and train children to take better care of it Monitor the feedback from pupil voice of the effectiveness Balancability and promoting positive travel to school

Intended actions

	Use a Koboca survey to assess '60 active minutes'
2. Increased confidence, knowledge and skills of all staff in teaching PE and sport	CPD sessions for whole staff and individuals using external providers and PE lead/other skilled staff.
3. The engagement of all pupils in regular physical activity	Daily mile Other physical activity breaks Running club offer Netball club PPG forest school PPG swimming in Year 3 - Year 6 to be offered

Intended actions

	Consider our range and breadth of club offering with premier sports
4. The profile of PE and sport is raised across the school as a tool for whole-school improvement	Staff meeting assessment feedback using Get set for PE to be implemented consistently across the school. Use school calendar, AOB during staff meetings to update on upcoming events and speak to phase leaders to ensure they are aware of upcoming events and to arrange cover within phase to staff events. Staff to use school calendar to see up coming events. Consider having a sports week in school.
5. Continue to offer a broader experience of a range of sports and activities offered to all pupils	Audit resources and equipment and order where necessary. Curriculum assess - are there any changes that need to be made. HWSSP festivals and events covering a variety of sports

Intended actions

	Playtime leaders to include a variety of physical movement games To consider the extra-curricular offer from premier sports Raise the profile and use of OAA across the school
6. Increase participation in competitive sport	Transport HWSSP membership Get set 4 pe data tracker Football matches and cup games Netball matches and cup games Year 5 tag rugby festival – girls Year 4 tag rugby festival Year 4 Rapid Fire cricket A and B teams Year 6 Netball tournament A and B team Sportshall Athletics competition Chauncy girls year 6 football day Intra school competitions.

Intended actions

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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?
MSA staff to sustain the playground physical activity timetable	Observations and discussions with lead MSA
Staff to have confidence in delivering lessons, specifically football, dance, gymnastics and OAA within curriculum lessons	Staff feedback and observations to take place in Autumn 2026
Premier Sport to be used to upskill and maintain the active minutes during playtimes as well as enhancing teams for pre-competition practices	Observations and discussions
Quality PE lessons taking place and all children having access to good quality PE resources	Continued monitoring of equipment and feedback from staff delivering lessons

Expected impact and sustainability will be achieved

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<u>How Bengoe have used the PE and Sport Premium to help achieve and improve the 5 key areas:</u> Increasing all staff's confidence, knowledge and skills in teaching PE and sport: • Tennis CPD for PE lead (Summer term) • Dance CPD by the Royal Ballet for PE lead (Spring term) • Dance CPD feedback for all teaching staff (Spring term) • Herts University PE conference for PE lead (Spring term) • Termly CPD PE subject lead by HWSSP (Autumn, Spring, Summer) • Cricket CPD for PE lead (Summer term) • PE apprentice supporting lessons: set up and preparation and coaching	Higher staff communication around the PE subject and teachers sharing ideas and opinions informally CPD sessions attended by PE lead and PE lead then providing CPD for staff Teachers implementing lesson ideas and skills from tennis, cricket, gymnastics and dance CPD OAA in practice across the curriculum Staff feedback is positive from OAA Children feedback that they enjoyed the football

Actual impact/sustainability and supporting evidence

- Get Set 4 PE scheme of work to support teachers knowledge, consistency of teaching and learning cycle
- CPD videos available on Get Set4PE
- PE lead feedback from CPD
- Gymnastics staff training
- OAA staff training from enrich education
- Staff Gymnastics CPD
- Use of Get Set 4 PE to measure attainment
- CPD videos available on Get Set 4 PE to enhance teachers specific sports knowledge

Increasing engagement of all pupils in regular physical activity:

- Use of Get Set 4 PE to monitor children's participation in extra-curricular competitions and festivals

sessions

All staff using Get Set 4 PE to record data and subject leader can use this to monitor progress and areas to improve upon

A larger number of children and a broader spread of children accessing festivals and competitions

Enjoyment from those taking part in clubs and PPG offering of clubs enhancing enrichment opportunities and physical activity

Children performing well in events due to dedicated practice opportunities and from their curricular lessons linked with the timing of events

Actual impact/sustainability and supporting evidence

- Use of Get Set 4 PE to monitor children's attainments and identify target children to invite to lunchtime physical activity clubs
- Installation and training of OAA via enrich education to support movement breaks and physical activity opportunities throughout the curriculum for cross-curricular learning
- Training of playtime leaders to improve leadership and responsibility in order to enhance active playtimes
- Daily mile embedded into classes
- PSHE links to encourage walk / scoot / cycle to school

Parental support and engagement at sports day

Actual impact/sustainability and supporting evidence

Raising the profile of PE and sport across the school, to support whole school improvement:

- Introduction of a school sports calendar so all staff are aware of upcoming events
- Quality resources and equipment to provide a high value of sport in PE lessons
- Opportunities for children to practise and train during lunchtimes to enhance their PE lessons and performances at festivals and events
- Pupil voice for which sports to include and continue with through the taught curriculum
- PE lead teaching UKS2 PE lessons
- Including and inviting different staff members to sports events to enhance their understanding of events in order to support for next academic year
- A mixture of inclusive and competitive aspects in our annual sports day

Pupil voice feedback indicates a love of physical activity and a variety of sports

More than one team from LKS2 and UKS2 representing Bengo at girls' football

Swimming impact will be evidenced in next year's data

Actual impact/sustainability and supporting evidence

Offer a broader and more equal experience of a range of sports and physical activities to all pupils

- Curriculum is progressive and reflects children's interests and engagement
- Curriculum includes a balance of swimming, dance, OAA, invasion, net/wall, striking and fielding and gymnastics
- Extra-curricular opportunities in a variety of sports
- Specific days for children to engage in football in order for equal opportunities
- Targeted 'new to football' and 'girls football' sessions during lunchtimes
- Clubs this year included: basketball, football, dodgeball, gymnastics, netball, running, archery and more
- Year groups taking part in development days

High attendance at competitive (and non-competitive / non-pathway) events

This year, with a focus on inclusion, and sending greater number of teams to attend events we have had a huge number of children represent Bengo at events

Actual impact/sustainability and supporting evidence

- Attendance at Every1in festivals
- Targeted groups selected for certain events to offer equal opportunities
- Swimming opportunity for Year 3- 6 children in receipt of PPG to enhance their experience and prepare them for other swimming opportunities.

Increase participation in competitive sport

- Membership of HWSSP and attendance at competitions
- Training for certain events in order to develop and improve performances
- Follow the HWSSP sports calendar and attend a variety of competition in different sports and festivals to include and represent a variety of groups of children
- Lessons across the curriculum include competitive opportunities in small sided games and personal competitive challenges with a progression to take

Actual impact/sustainability and supporting evidence

part in end of unit competitions too