

# 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 2024/25.
- 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 2024/5

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?
PE coaching and expertise to teach games' activities across the school, from Nursery to Year 6, in a range of sports.	<ul style="list-style-type: none"> <li>• Increase in engagement from all pupils, including those who traditionally have been reluctant to participate</li> <li>• Increase in physical activity</li> <li>• Increased opportunities to try different sports, such as Tennis, Archery, Fencing</li> <li>• Increased attendance at after school enrichment clubs as a result of children having opportunities to try new sporting activities.</li> </ul>	<p><b>Development of Playleaders to support lunchtime activities and increase team games and sports.</b></p> <p><b>Planned Bellboating sessions did not take place.</b></p> <p><b>A Friday 'Walking Bus' was not established.</b></p> <p><b>Opportunities for extra-curricular sporting and team activities were not fully explored.</b></p>	<ul style="list-style-type: none"> <li>• As a result of staffing challenges, house Captains were established but not fully developed and therefore the inter-house games and activities were not possible.</li> <li>• The opportunity to take the Year 3 and Year 4 children Bellboating was not available.</li> <li>• Staff absence meant that this was not established and therefore this did not take place.</li> <li>• Children did not have the opportunities planned to participate in sporting and team activities out of school.</li> </ul>
Increase of activity as a result of whole school workshops – tennis, skipping, fencing	<ul style="list-style-type: none"> <li>• Full engagement by all children with enjoyment and increased skills shown.</li> <li>• Increased attendance at after school clubs</li> </ul>		
PE equipment audited and new sporting equipment purchased due to lost/broken/out of date items	<ul style="list-style-type: none"> <li>• The PE equipment is well-resourced.</li> <li>• More equipment for lessons enabled children to participate fully rather than having to wait to use equipment. In addition,</li> </ul>		

## Review of last year 2024/5

<p><b>Increased opportunities for children to improve gross motor skills in order to access PE lessons with greater control and dexterity</b></p> <p><b>Improved staff confidence and curriculum coverage as a result of the purchase of PE scheme – Get Set for PE.</b></p> <p><b>Improved sporting and active opportunities at lunchtime as a result of increased and improved equipment.</b></p> <p><b>Broader range of sports' clubs available for children after school.</b></p>	<p>children have the equipment they need for sports such as hockey and tennis.</p> <ul style="list-style-type: none"> <li>• Children have had access to high quality gross motor skills' equipment which has improved their coordination and balance.</li> <li>• Children have had access to high quality PE lessons which build on skills.</li> <li>• Increased engagement in lessons.</li> <li>• Children have increased their physical activity at lunchtimes through the use of equipment and activities, supported by TAs.</li> <li>• Increased range of clubs available after school for children from Reception to Year 6 – well attended and valued.</li> </ul>		
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## Intended actions for 2025/26 - £16,760

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p><b>1. Raise the profile of Physical Education, School Sport and Physical activity across the school as a tool for whole school improvement.</b> £1,800</p> <p><b>2. Further increase high quality physical activity at play times for all pupils.</b> £3,000</p>	<ul style="list-style-type: none"> <li>• Celebrate external and internal sporting and physical activity achievements in weekly celebration assemblies.</li> <li>• Purchase sports' kit for pupils to wear when representing the school at external competitions and events.</li> <li>• Embed cross curricular opportunities within planning.</li> <li>• Establish a PE/Sporting noticeboard within school with regular updates of pupils' achievements in and out of school.</li> <li>• Conduct regular PE audits and learning walks to ensure that the curriculum is being taught effectively and in line with the scheme.</li> <li>• Establish and implement an effective assessment model to support identification and recording of achievement in PE lessons.</li> <li>• Invite inspirational speakers/athletes to talk to the pupils.</li> <li>• Organise and run workshops for pupils to broaden their knowledge of sports.</li> <li>• Provide opportunities for pupils to go bell-boating.</li> <li>• Review playground markings and upgrade as appropriate.</li> <li>• Timetable sporting activities as part of playtime provision.</li> <li>• Zone areas of the playground/field to establish areas for specific physical activities, games and sports.</li> <li>• Provide CPD and training for lunchtime staff so that they can support high quality activities.</li> <li>• Establish effective storage system for new equipment so that it does not get damaged.</li> </ul>



## Intended actions for 2025/26 - £16,760

### 3. Continue to raise the quality of teaching and learning in PE and sport, ensuring that a broad, balanced and inclusive curriculum is available to all pupils.

£8,000

- Provide high quality physical activity equipment for pupils who attend after school wraparound care in order to provide physical activities during their free play.
- Train pupil play leaders to support physical activity during play times.
- Establish inter-house competitions and activities during play times to introduce an element of competition and teamwork.
- Further CPD for all staff using the Get Set for PE scheme, including for new members of staff to ensure consistency of delivery.
- Employ sports' coaches to deliver high quality lessons matched to the curriculum; teachers to observe to improve subject knowledge and skillset.
- Purchase Get Set 4 PE scheme to support planning and delivery of the curriculum.
- Facilitate high quality CPD through external providers.
- Purchase modified and accessible equipment to support pupils with an SEND need.
- Facilitate peer-to-peer lesson observations in other primary schools and at secondary schools in order to ensure that pupils have the skills to be 'secondary ready'.
- Purchase gymnastic equipment and storage facilities which can be used for indoor gymnastics and games at the Village Hall (as a result of having no school hall on site)

### 4. Increase opportunities for pupils to participate in competitive team sports, representing the school at extra-curricular external competitions and sporting events.

£3,000

- Register and attend local festivals and events by the SGO.
- Work with local cluster schools and similar sized schools to establish competitive opportunities and sporting events; provide transport to and from venues.
- Work with the feeder secondary school to enable opportunities for

## Intended actions for 2025/26 - £16,760

- 5. Provide pupils who have not met the expected standard of swimming at the end of the school's core offer (Year 4) additional swimming sessions.**

£960

pupils to play on pitches.

- Provide in-school coaching and opportunities to play competitive games/sports during the school day, including inter-house competitions.
- Seek to provide an opportunity for pupils to take part in a swimming gala with local schools.
- Provide extra tuition and transport to swimming lessons to enable those who are not meeting the expected standard to improve their swimming ability and to work towards meeting the standard at the end of KS2.

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>1. PE will have a high profile across the school. Enjoyment of and engagement with physical activity will be high, with no 'opt out' of PE lessons. Effective assessment model which enables teachers to identify pupils on track, needing support or exceeding expectations.</p> <p>2. Increased uptake in activities offered at lunchtime and after school across all sports. A greater % of pupils achieving their 30 minute activity goal. Improved understanding of the rules of different sports. Improved teamwork and understanding of fair play. Fewer instances of challenging behaviour recorded. Increased enjoyment of playtimes.</p> <p>3. Increased confidence in staff teaching the full curriculum, including gymnastics and dance. Effective planning which clearly builds on previous skills and talents. Increased engagement from pupils who have an SEND need. Greater understanding of being 'secondary ready' from teachers. Reduction in need for external coaches Reduced teacher workload</p> <p>4. Increased opportunities for pupils to participate in team and competitive sports and attendance at local and county events Greater understanding of rules, being a team player, team spirit, winning and losing. Increased opportunities to try new sports and develop new talents.</p>	<ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parental voice through discussion and questionnaire</li> <li>• Teacher/TA feedback</li> <li>• Observations of lessons during subject leader monitoring and learning walks</li> </ul> <ul style="list-style-type: none"> <li>• Club registers</li> <li>• Pupil voice</li> <li>• Observations during break times and lunchtimes</li> <li>• Feedback from pupils and parents</li> <li>• Feedback from after school wraparound care providers</li> </ul> <ul style="list-style-type: none"> <li>• PE lead observations and feedback from monitoring activities</li> <li>• Staff feedback and curriculum updates from PE Lead</li> <li>• Pupil voice, including pupils with an SEND need.</li> <li>• Parent and carer feedback.</li> </ul> <ul style="list-style-type: none"> <li>• Club and lunchtime opportunities for competition</li> <li>• Scheduled opportunities for pupils to represent the school in competitive sports</li> <li>• Increased number of pupils showing an interest in joining external sporting groups and teams</li> </ul>



## Expected impact and sustainability will be achieved

5. Increased number of pupils able to meet the expected standard in swimming at the end of Key Stage 2.  
Increased water confidence and safety.

- Tracking number of events attended in comparison to previous years
- Club registers and data
- Swimming data and awards
- Teacher feedback and records
- Parent and carer feedback

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• There has been an increase in the number of after school clubs being run at school.</li> <li>• There has been a greater variety of clubs and sporting/PE activities available to pupils during the year, including providing pupils with taster sessions in order to promote these.</li> <li>• Increased number of younger pupils who show developed sense of balance and gross motor skills.</li> <li>• Increased confidence in staff teaching a wider range of sports and physical activities across the curriculum.</li> <li>• Improved resources to facilitate whole class teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Registers, clubs' data, parental/carers feedback</li> <li>• Registers, clubs' data, pupil voice</li> <li>• GLD data, pupil observations, learning walks, planning scrutinies</li> <li>• PE lead feedback following monitoring activities</li> <li>• Increased participation and enjoyment – pupil voice, PE lead feedback following monitoring activities.</li> </ul>