

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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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.

Review of last year 2023/24

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?
Broad Access to Activities: Pupils engaged in a diverse range of physical activities, promoting greater participation and interest across all year groups. Well-Resourced Provision: The school maintained a strong inventory of high-quality sports equipment, enabling the effective delivery of PE lessons and extracurricular clubs. Increased Participation in Extracurricular Events: A notable number of pupils took part in sports clubs and competitive events beyond the school day, enhancing their physical development and team skills. Specialist Support for PE: The involvement of Helen Annis provided valuable expertise and additional capacity, strengthening the quality and consistency of physical education across the school. Inclusive Opportunities for All: Equal access to sports and physical activities was ensured for all pupil groups, including boys, girls, pupils eligible for the Pupil Premium, and those with special educational needs, supporting equity and inclusion in our PE provision.	Broad Access to Activities Evidence: Pupil voice surveys and teacher observations indicated high levels of enthusiasm and engagement across different year groups. Timetables showed a wider range of activities being delivered across the school week. Well-Resourced Provision Evidence: PE staff and class teachers reported improved lesson delivery due to the availability of appropriate and sufficient equipment. An equipment audit confirmed that resources were in good condition and regularly used across lessons and clubs. Increased Participation in Extracurricular Events Evidence: Attendance registers for sports clubs and school competition entries showed increased numbers of pupils participating. Feedback from parents and pupils highlighted enjoyment and personal growth through involvement in events. Specialist Support for PE Evidence: Lesson observations and staff feedback reflected an increase in confidence and skill in delivering PE following support from Helen Annis. Planning and assessment practices also improved as a result of her input. Inclusive Opportunities for All Evidence: Monitoring and tracking data demonstrated balanced participation across gender, Pupil Premium, and SEND groups. Targeted interventions and club invitations ensured all children had the opportunity to engage in physical activity.	Engagement of All SEN Pupils While inclusive access remained a priority, a small number of pupils with special educational needs did not fully engage in PE lessons due to individual barriers or specific needs. This highlights the need for further tailored support and adaptive provision to ensure consistent participation. Lower Uptake of Extracurricular Sport Among Girls Participation data indicated that a lower proportion of girls opted into extracurricular sports activities. This suggests a need to explore pupil voice further and develop strategies or targeted programmes to increase engagement among female pupils. Staffing Constraints for External Events On some occasions, the school was unable to secure sufficient staff cover to attend external sports events. This limited opportunities for pupils to represent the school and engage in competitive sport, highlighting the need for improved planning or flexible staffing solutions moving forward.	Engagement of All SEN Pupils Evidence: Teacher observations and lesson registers showed inconsistent attendance and participation in PE among a small group of pupils with special educational needs. In some cases, individual support plans did not fully align with PE expectations, and staff feedback highlighted challenges in adapting activities to meet diverse needs. Lower Uptake of Extracurricular Sport Among Girls Evidence: Club attendance registers and monitoring data consistently showed that girls were underrepresented in sports clubs compared to boys. Informal feedback and pupil voice indicated that some girls did not feel confident or motivated to take part, suggesting a need for further exploration of barriers and interests. Staffing Constraints for External Events Evidence: Records of missed competitions and cancelled participation in sports events were directly linked to a lack of available staff cover. Event planning logs and communications with sports organisers reflected this as a recurring issue, particularly during periods of high staff absence or timetable pressure.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. Increase the physical activity levels of pupils so that more children reach the daily CMO target of 60 active minutes per day 2. Increase opportunities for all pupils to engage with the School Games programme 3. Increase staff confidence and knowledge within the different areas of the PE curriculum	• Monitor the playground usage at break and lunchtimes to look at levels of activity • Zone the playground areas in order to facilitate greater physical activity at break and lunch times • Train leadership of School Sports Crew to then plan more structured activities for all pupils at break and lunch times (03.02.25 – 1.30pm-2.30pm) • Order resources for pupil leadership group i.e. badges/caps, equipment/trolley etc. • Launch of revised physical activity offer after half term (w/c 24.02.25) • Launch of Walk to School programme in January 2025 to encourage 30 active minutes outside of school. Launch assembly scheduled for 27.01.25 (baseline of children's travel before the programme begins). School Parliament to lead on initiative. • Offer structured sports activities at lunchtimes and after school throughout the year including the use of external providers (and in house) • Liaise with local School Games Organiser in terms of the offer to children, including those with SEND and other needs • Develop network of local club links • Co-ordinate and manage School Games opportunities/events throughout the school year • Plan and deliver activities during National School Sport Week, including the annual Sports Day for all children • Join professional associations so that staff are aware of best practice i.e. AfPE and YST • Review current PE provision across the school in terms of breadth of areas of study • Source alternative online resource for PE • Baseline staff competency and confidence through staff questionnaire • Provide CPDF through School Games contact and in-house i.e. SHARP principles (Spring 2)

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. Increase the physical activity levels of pupils so that more children reach the daily CMO target of 60 active minutes per day 2. Increase opportunities for all pupils to engage with the School Games programme 3. Increase staff confidence and knowledge within the different areas of the PE curriculum	• Outcomes of monitoring physical activity levels at break and lunch times • Pupil voice – leadership • Walk to School daily register (comparison to initial baseline in Jan 2025) • Pupil registers • Annual School Games evaluation • Pupil registers (events/activities) • Pupil voice – surveys • Annual School Games evaluation • Curriculum mapping/planning • Staff voice – survey • Monitoring of teaching and learning

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. Increase the physical activity levels of pupils so that more children reach the daily CMO target of 60 active minutes per day 2. Increase opportunities for all pupils to engage with the School Games programme 3. Increase staff confidence and knowledge within the different areas of the PE curriculum	1. Increasing Physical Activity Levels to Help Pupils Reach the CMO Target of 60 Active Minutes per Day To promote daily physical activity, we embedded several whole-school initiatives. The Daily Mile became a regular part of the school day, helping pupils build stamina and improve fitness levels. We also took part in the Walk to School programme, which encouraged children to use active modes of travel. Pupils received badges for their efforts, which helped maintain motivation and routine. Lunchtimes were enhanced with a range of equipment and organised games, ensuring more children remained active throughout the break period. During National School Sports Week, we hosted a range of taster sessions for different sports, including some not typically offered in the curriculum. This not only increased physical activity but also introduced pupils to new and engaging opportunities for movement. 2. Increasing Opportunities for All Pupils to Engage with the School Games Programme This year, we made a conscious effort to ensure that more pupils had the opportunity to engage with the School Games programme through a wider and more inclusive range of events. Whole-class participation was prioritised, allowing all children to experience school sport rather than a select few. We also increased the number of events tailored for pupils with special educational needs, providing accessible formats where they could participate confidently and successfully. In response to pupil needs and preferences, we moved towards less competitive formats and instead took part in more festival-style events that emphasised fun, teamwork, and skill development. Additionally, we extended School Games opportunities to Key Stage 1 pupils, ensuring our youngest children were introduced to inter-school activity early on, helping build their enthusiasm and confidence in sport. 3. Increasing Staff Confidence and Knowledge in Teaching PE We invested in professional development to enhance the quality of PE teaching. A cricket specialist was brought in to deliver CPD sessions, giving staff practical strategies to use in their own lessons. PE-related articles and teaching tips were regularly shared with staff, and time was allocated for them to work directly with the PE Lead, receiving advice, observing good practice, and team-teaching when needed. Our 'Complete PE' subscription provided structured resources to support planning and delivery. In addition, the PE Lead and Principal (PE trained) also taught PE lessons across the school, modelling high-quality instruction and reinforcing consistency in teaching standards.