

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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?
<ul style="list-style-type: none"> • Increased participation in sports activities compared to 2023/4. • Football kits purchased to allow increased participation in events • Raised profile of sport – pupils competed in a football tournament. • Engagement in 10 different sports, both competitively and in after-school clubs. • Expanded lunchtime sports opportunities, linking to PE curriculum. • Leadership development through the Play Leaders initiative. • OSF funding secured to partner with SCL, enhancing physical and mental well-being in the local community. • PGL trip for Y6 pupils – Provide the opportunity for Year 6 pupils to engage with a range of other outdoor activities. 	<ul style="list-style-type: none"> • Enrichment club registers indicate an increase in participation • Children were able to participate in football tournaments • The play leaders have developed their initiative by taking on leadership roles in organizing play activities, promoting teamwork, and fostering positive relationships. Through training, they've enhanced skills in communication and conflict resolution, creating a more inclusive and engaging play environment for all students. • PGL provided the children with a valuable opportunity to build confidence, develop teamwork, and gain independence through a 	<ul style="list-style-type: none"> • Spare kit provided, ensuring no child misses out on PE or swimming lessons. • Enrichment activities participation in winter months. • Swimming percentages to be improved upon • PE lead and MB to attend more in-person professional development courses to enhance their knowledge and improve their teaching practice. 	<ul style="list-style-type: none"> • Working to source additional equipment for spare kits. • Decline in participation rates for after-school activities during the winter months. • Only 23% of the current Year 6 cohort are able to swim competently, confidently, and proficiently for a distance of at least 25 metres. • All training undertaken was conducted online, with the goal of uniting the cluster to collaborate and discuss their practices.

Review of last year 2023/24

- Bikeability course for Year 5 children.
- BMX sessions in Peel Park for Year 5 children.

variety of fun and challenging activities. They improved their social skills, resilience, and created lasting memories.

- The Bikeability course promoted road safety skills, helping the children to cycle confidently and safely. It promoted physical fitness, independence, and environmental awareness, while also boosting confidence. Through mastering cycling skills, children developed important life skills like responsibility and focus, making it a great way to encourage healthy habits and prepare them for safer travel.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Increased Participation in Competitive Sport</p> <ul style="list-style-type: none"> Organise and participate in local inter-school competitions, leagues, and tournaments. Provide targeted support for pupils who show potential in specific sports. Ensure all year groups have the opportunity to engage in competitive sports. <p>Broader Experience of a Range of Sports and Activities Offered to All Pupils</p> <ul style="list-style-type: none"> Introduce new and alternative sports (e.g., gymnastics, archery, orienteering, NFL). Work with external coaches to provide specialist-led sessions. Offer taster sessions to encourage pupils to try new activities. Develop an inclusive sports program to engage SEND and less active pupils. <p>Raising the Profile of PE and Sport as a Tool for Whole-School Improvement</p> <ul style="list-style-type: none"> Celebrate sporting achievements in assemblies, newsletters, and social media. Introduce a "Sports Ambassador" program where pupils lead activities for other pupils. Engage parents through sports events and family participation initiatives. <p>Engagement of All Pupils in Regular Physical Activity</p> <ul style="list-style-type: none"> Implement active breaktimes and daily movement activities (e.g., The Daily Mile). Increase the number of structured physical activity sessions in the school day. 	<p>Increased Participation in Competitive Sport</p> <ul style="list-style-type: none"> Collaborate with local schools and sports organisations to access competitions. Offer extra-curricular sports clubs with a focus on skill development for competitions. Use funding to cover transport and entry fees for tournaments. <p>Broader Experience of a Range of Sports and Activities Offered to All Pupils</p> <ul style="list-style-type: none"> Invest in equipment and training for staff to deliver a wider range of sports. Establish partnerships with external providers and sports clubs. Provide after-school clubs catering to different interests and abilities. Survey pupils to identify interest areas and tailor the program accordingly. <p>Raising the Profile of PE and Sport as a Tool for Whole-School Improvement</p> <ul style="list-style-type: none"> Recognise and reward sporting efforts through certificates, awards, and displays. Train selected pupils as Sports Leaders to run playground activities. Organise parent-child sports sessions and community sports events. <p>Engagement of All Pupils in Regular Physical Activity</p> <ul style="list-style-type: none"> Train staff to deliver short, engaging physical activity breaks. Offer lunchtime sports clubs and activity zones led by staff and Sports Leaders. Identify and support inactive pupils through tailored activity programs. Invest in play equipment. <p>Increased Confidence, Knowledge, and Skills of All Staff in Teaching PE and</p>

Intended actions for 2024/25

- Provide targeted interventions for children who are less active.
- Improve outdoor play and sports equipment to encourage active playtimes.

Increased Confidence, Knowledge, and Skills of All Staff in Teaching PE and Sport

- Provide high-quality professional development and training for staff in PE.
- Offer team-teaching opportunities with specialist coaches.
- Ensure staff have access to high-quality resources and lesson plans.

Sport

Organise CPD sessions with external PE specialists.
Allocate Sports Premium funding for staff to attend training courses and workshops.
Use peer observations and mentoring to support staff development.
Provide structured lesson plans and activity guides to support non-specialist teachers.

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?
<p>By increasing participation in competitive sport, pupils develop teamwork, resilience, and confidence while strengthening relationships with other schools and clubs. A structured competition calendar and sustainable partnerships ensure long-term engagement in sport. Offering a diverse range of activities encourages lifelong participation, improves motor skills, and allows all pupils, including those less engaged in traditional sports, to find enjoyment in physical activity. Trained staff, investment in equipment, and collaboration with external coaches enhance the quality of PE delivery. Sport plays a key role in whole-school improvement, fostering better behaviour, concentration, and academic achievement while strengthening school identity and community involvement. Regular celebration of sporting success and active lifestyle promotion extend beyond PE lessons, engaging parents and staff. Embedding physical activity into the school routine through active breaktimes, structured play, and Sports Leaders reduces sedentary behaviour and enhances mental well-being, self-esteem, and readiness for learning. High-quality PE lessons, supported by ongoing CPD, a progressive curriculum, and shared teaching resources, ensure long-term sustainability and continuous improvement in physical education.</p>	<p>To measure the impact of PE and sports initiatives, we will track pupil participation in competitive sports, after-school clubs, and school competitions, alongside gathering pupil and parent feedback on engagement and enjoyment. Teacher assessments and lesson observations will monitor skill development, confidence, and progress, while behaviour and well-being data will highlight improvements in focus and emotional health. Staff training records will ensure continuous professional development in PE delivery. Sporting achievements will be recorded and celebrated, and curriculum planning will ensure structured, progressive lessons. Evidence will include participation registers, surveys, case studies, behaviour reports, CPD records, and media showcasing school-wide sporting success.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Increased Participation: Pupils engaged in 10 different sports through competitive events, enrichment clubs, and expanded lunchtime activities. Football kits and spare PE/swimming kits ensured inclusivity.</p> <p>Raised Profile of Sport: Pupils represented the school in football tournaments, and sporting achievements were celebrated in assemblies and newsletters, fostering pride and motivation.</p> <p>Leadership Development: The Play Leaders initiative empowered pupils to organise playground activities, promoting teamwork, communication, and conflict resolution skills.</p> <p>Broader Experiences: Year 6 pupils attended a PGL residential trip, building confidence, resilience, and independence. Year 5 pupils completed Bikeability and BMX sessions, improving road safety and physical fitness.</p> <p>Community Engagement: Partnership with SCL through OSF funding supported physical and mental well-being initiatives, strengthening links with the local community.</p> <p>Sustainability: Structured programs (Play Leaders, active breaktimes) and partnerships ensure long-term engagement. Staff CPD and resource investment underpin continuous improvement in PE delivery.</p>	<p>Participation Registers: Documented increase in enrichment club attendance and competitive sports involvement.</p> <p>Event Records: Football tournament participation and feedback from pupils and parents.</p> <p>Leadership Logs: Play Leaders' progress in organizing activities and fostering inclusivity.</p> <p>Trip and Activity Reports: Case studies from PGL and Bikeability sessions highlighting confidence, resilience, and safety skill development.</p> <p>Behaviour and Well-being Data: Positive trends in focus, emotional health, and readiness for learning.</p> <p>CPD Records: Evidence of staff training and skill development in PE teaching.</p> <p>Media Coverage: Newsletters and social media posts celebrating sporting achievements.</p>