

# 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 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?   |
|---|---|---|--|
| <p>We invested in specialist PE coaches to work alongside teachers, which improved both staff confidence and pupil engagement in PE lessons.</p> <p>The purchase of a new Get Set 4 PE enhanced scheme to be introduced and Teachers will follow detailed scheme of work and deliver high quality sessions, focusing on any missed learning- giving feedback and ensuring progress from starting points.</p> <p>Introduction of TA's to lead to more structured and active lunchtimes.</p> <p>Resources enabled a broader range of activities, especially for gymnastics and athletics.</p> | <p>Teacher feedback highlighted increased confidence in delivering high-quality PE. Pupil voice surveys showed a 30% increase in enjoyment of PE.</p> <p>Pupil voice indicated that a 55% increase of pupils enjoy PE more now than they did the year before.</p> <p>Pupil feedback showed a 35% increase in enjoyment and participation during lunchtimes.</p> <p>Teacher feedback demonstrated improved pupil skill progression and engagement.</p> | <p>After-school sports clubs did not lead to the expected increase in attendance from less active pupils.</p> <p>Even though the rise in competitions had increased, there were a limited variety of opportunities were available due to knowledge and skills of staff.</p> | <p>Club registers showed limited participation from target groups.</p> <p>The % of competitions attended had only risen by 25%</p> |

## 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>Raise staff confidence and consistency in PE delivery</p> <p>Increase engagement of less active pupils</p> <p>Implement OPAL Programme</p> <p>Broaden the range of physical activities offered</p> <p>Enhance competitive opportunities</p> <p>Promote physical activity throughout the school day</p> <p>Improve facilities and sustainability of provision</p> | <p>Continue staff CPD by bringing in LSSP and Subject Lead to liaise with class teachers each and to provide CPD especially for gymnastics. Create termly skills progression maps to guide planning and ensure consistency. Monitor impact via monitoring and staff feedback.</p> <p>Identify target pupils. Offer new lunchtime and after-school clubs tailored to their interests (e.g. dance, non-traditional sports). Promote these clubs via assemblies. Track attendance and engagement.</p> <p>Purchase new equipment to support alternative sports (e.g. handball, badminton). Sign up to a range of competitions and after-school clubs and lunchtime activities. Implement OPAL. Collect pupil voice to guide activity choice.</p> <p>Partner with local schools to increase inter-school competition. Use LSSP to sign up to external competitions. Recognise achievements through celebration assemblies and displays.</p> <p>Implement 15-minute daily movement breaks (e.g. 'Daily Mile', dance videos). Embed physical activity in cross-curricular lessons. Monitor</p> |

## Intended actions for 2024/26

impact through pupil voice and teacher feedback.

Re-organise the storage and maintenance of outdoor equipment.

Upgrade markings for playground games and sports zones

## 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>Staff CPD and Teaching Quality - Staff will deliver high-quality, consistent PE lessons independently. Staff will retain knowledge from CPD and apply skills beyond the funded period.</p> <p>Engagement of Less Active Pupils - Increased physical activity among targeted pupils, improved attitudes to sport. Clubs, staff capacity, and inclusive culture embedded long-term.</p> <p>Broader Activity Range - Pupils experience a wider range of physical activities, leading to greater inclusion and enjoyment. Equipment and staff skills retained; links with clubs sustained over time</p> <p>Competitive Opportunities - More pupils involved in competitive and personal best challenges; improved resilience and teamwork</p> <p>Daily Activity and Healthy Lifestyles - Pupils meet the 30-min daily activity target; better focus, behaviour, and wellbeing. Staff-led</p> | <ul style="list-style-type: none"> <li>- Staff feedback and self-assessment</li> <li>- PE lesson observations</li> <li>- Use of shared planning resources</li> <li>- Pupil progress in PE assessments</li> <li>- Pupil voice surveys</li> <li>- Club attendance registers</li> <li>- Range of clubs offered</li> <li>- Behaviour and wellbeing</li> <li>- Pupil feedback</li> <li>- PE timetable overview</li> <li>- Photos/videos of sessions</li> <li>- Lesson planning documentation</li> <li>- Competition logs</li> <li>- Pupil reflections and sportsmanship awards</li> <li>- Parental feedback and event reports</li> </ul> |

## Expected impact and sustainability will be achieved

routines embedded (e.g. Daily Mile, active breaks)

Long-term Facility/Equipment Use - Better access to high-quality PE and sport opportunities for future cohorts. Staff to maintain equipment through proper storage, use, and care

- Teacher feedback
- Timetables
- Pupil questionnaires
- Attendance
- Inventory records
- PE area audits



## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen?  | What <b>evidence</b> do you have?   |
|---|---|
| Increased Pupil Participation - More pupils (including less active) are attending after-school and lunchtime clubs  | - Club registers<br>- Pupil voice surveys   |
| Increase number of children in Y6 being able to swim 25 meters.   | - % has risen to 54% from 43%.  |
| Staff Development – Through support via subject lead and LSSP, staff are more confident and competent at delivering PE. Staff continue to use shared planning and assessment tools independently. | - Staff CPD evaluations<br>- Consistent use of the PE long-term plan                                  |
| Broader Activity Offer - Pupils have experienced a wider variety of sports, resulting in increased enjoyment and inclusion  | - Photos/videos<br>- Pupil feedback<br>- PE curriculum maps<br>- Implementation of the OPAL Programme |
| Intra- and Inter-school Competitions - Increased pupil confidence and participation in school and local events. School competition calendar now established as a regular part of the year         | - Competition records<br>- Certificates, reports, media displays<br>- Feedback from pupils            |
| Daily Activity - Daily Mile and active breaks have improved focus and reduced low-level behaviour. These routines are led by class teachers and embedded in the school day                        | - Behaviour tracking<br>- Teacher feedback  |



## Actual impact/sustainability and supporting evidence

- Pupil focus