

# 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?
<p>The introduction of the GetSet4PE scheme has significantly improved the quality and consistency of physical education across our school. This well-structured, progressive curriculum aligns with national standards and ensures that all pupils have access to high-quality PE lessons. The engaging lesson plans promote the development of fundamental movement skills, physical literacy, teamwork, and resilience.</p> <p>Teachers have reported increased confidence in delivering PE, supported by the scheme's clear guidance and comprehensive resources. This has led to a consistent and effective approach to physical education throughout all year groups. Our recent Enrich Orienteering sessions were also a great success. This initiative provided pupils with the opportunity to build problem-solving skills, improve physical fitness, develop teamwork and confidence, and enhance spatial awareness—all while fostering a love of the outdoors and the natural environment.</p>	<p>We know the scheme is having a positive impact through a range of evidence, including teacher feedback, lesson observations, pupil voice, assessment data, participation levels, and CPD evaluations.</p> <p>Teachers have reported noticeable improvements in student engagement, physical activity, and the development of collaboration and navigation skills as a result of the orienteering sessions. Pupils also shared that they felt more confident when learning outdoors and appreciated the independence and trust placed in them during these activities.</p>	<p>We aim to ensure that all children are given the opportunity to participate in at least one extra-curricular club. While many pupils have taken part, we recognise the need to further improve access and inclusivity so that no child misses out on these valuable experiences.</p>	<p>Although new clubs were introduced this year, not all pupils were able to access them due to factors such as scheduling, transport challenges, and varying interests. Feedback from pupils and parents highlighted these barriers. In response, we are committed to expanding our offer next year by introducing a wider range of inclusive and accessible clubs that better meet the needs and interests of all learners.</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>At Henley in Arden CofE Primary School, we are committed to using our Sports Premium funding to enhance the quality of physical education, promote pupil wellbeing, and broaden access to sporting opportunities for all children. As a small primary school, our focus is on creating sustainable, inclusive, and high-quality provision that inspires children of all sporting abilities to be active, confident, and resilient. Our key priorities for this academic year include:</p> <p><b>1. Improving Access to High-Quality PE Lessons</b> We will continue to invest in a structured, progressive PE programme to ensure every pupil receives high-quality physical education. Our aim is to develop physical literacy, build core movement skills, and instil a lifelong love of being active.</p> <p><b>2. Supporting Professional Development</b> We will invest in staff training and CPD opportunities to improve the confidence, subject knowledge, and teaching skills of all staff delivering PE. This will ensure consistency and high standards across the school, and allow a wider variety of sports and activities to be delivered effectively.</p> <p><b>3. Providing Inclusive Sports Opportunities</b> Our commitment is to ensure that all children—regardless of ability—can access physical activity that supports their development, confidence, and enjoyment. We will particularly focus on engaging pupils who may be less likely to participate in traditional team sports by offering a broader range of activities.</p> <p><b>4. Expanding After-School and Extracurricular Provision</b> We aim to increase participation in physical activity beyond the school day by offering a variety of clubs. These will give children the chance to try new sports, explore their interests, and build links with local community clubs to support ongoing involvement in sport.</p>	<p>To ensure the successful delivery of our Sports Premium objectives, we will implement the following strategies:</p> <ul style="list-style-type: none"> <li> <b>Strengthen Community Links</b> We will work closely with local sports clubs and community organisations to provide pupils with a broad range of extracurricular activities and opportunities to take part in competitive sport, both within and beyond the school day.         </li> <li> <b>Embed Daily Physical Activity</b> Physical activity will be integrated into the daily routine through initiatives such as active play at break and lunchtime, classroom movement breaks, and promoting active travel to school, including walking, cycling, and scooting.         </li> <li> <b>Celebrate Sporting Success</b> We will regularly celebrate pupils’ sporting achievements—both in and out of school—to raise the profile of PE and sport across the school and highlight its importance in developing confidence, teamwork, and resilience.         </li> <li> <b>Increase Engagement Among Less-Active Pupils</b> Targeted initiatives will be introduced to engage less-active children, including opportunities to try new and non-traditional sports that appeal to a wider range of interests and abilities.         </li> <li> <b>Promote Water Safety Education</b> All pupils in KS2 will receive water safety, including safe self-rescue techniques, to build essential life skills and awareness of water-based hazards when having fun around water.         </li> <li> <b>Encourage Healthy Competition</b> We will organise regular intra-school (Inter-MAT) and virtual competitions to develop pupils' competitive spirit in a supportive environment, while encouraging teamwork and enjoyment.         </li> <li> <b>Invest in Staff Development</b> Ongoing professional development will be offered to teaching staff, including training in         </li> </ul>

## Intended actions for 2024/26

### 5. Offering Competitive and Non-Competitive Sporting Opportunities

We will provide pupils with regular opportunities to take part in both competitive and non-competitive events, including inter-school competitions and sports festivals. This encourages teamwork, sportsmanship, resilience, and a sense of achievement.

### 6. Promoting Physical and Mental Wellbeing

By embedding movement and physical activity into our school culture and daily routines, we aim to improve both the physical and emotional wellbeing of our pupils. Activities will be designed to support mental health, boost confidence, and encourage positive lifestyle habits.

Through these targeted actions, we aim to increase participation in physical activity, raise the quality of PE provision, and ensure that sport continues to play a central role in developing happy, healthy, and confident young people at Henley in Arden CoE Primary School.

sport-specific skills, inclusive teaching techniques, and curriculum delivery, to raise the overall quality and consistency of PE provision.

## 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>We anticipate that the Sports Premium funding will lead to increased participation in physical activity across all year groups, improved physical fitness, and a heightened enjoyment of sport and movement among our pupils. By offering a broad and inclusive range of sports and activities, we aim to foster greater self-confidence, strengthen teamwork and communication skills, and build resilience in all children.</p> <p>Our long-term goal is to embed a positive culture of physical activity and wellbeing throughout the school—one that encourages healthy lifestyle habits and a love of sport that extends beyond primary school.</p> <p>To ensure the sustainability of this impact, we are:</p> <ul style="list-style-type: none"> <li>• <b>Investing in staff expertise</b> through ongoing professional development, ensuring teachers are confident and skilled in delivering high-quality PE lessons.</li> <li>• <b>Forming strong links with local sports clubs and organisations</b> to create continued pathways for participation beyond the school setting.</li> <li>• <b>Embedding physical activity into everyday school life</b>, including routines, enrichment opportunities, and whole-school events, so that activity becomes a natural and valued part of the school culture.</li> <li>• <b>Introduce a diverse range of sports not traditionally taught in school</b> to broaden pupils' experiences, spark new interests, and ensure all children can find an activity they enjoy, including less conventional options such as archery, yoga, boccia, or orienteering.</li> </ul> <p>By prioritising these approaches, we aim to create lasting change that benefits both current pupils and future cohorts, ensuring that sport and physical wellbeing remain central to our school's ethos.</p>	<p>We will use a combination of qualitative and quantitative evidence to evaluate the impact of our Sports Premium funding:</p> <ul style="list-style-type: none"> <li>• <b>Participation Data</b> – Regular tracking of pupil involvement in PE lessons, extracurricular clubs, and competitive events will provide clear insight into engagement across the school.</li> <li>• <b>Pupil, Staff, and Parent Feedback</b> – Surveys, pupil voice activities, and informal feedback will help us assess enjoyment, confidence, and the perceived value of the activities offered.</li> <li>• <b>Sustained Engagement</b> – We will monitor the number of pupils continuing to engage in physical activity outside of school, including links with local sports clubs, to evaluate the long-term sustainability of our approach.</li> <li>• <b>Lesson Observations and Learning Walks</b> – These will help ensure consistency and high-quality delivery of PE across year groups.</li> </ul> <p>Together, these measures will provide a robust picture of progress, impact, and areas for further development.</p>

## Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>To ensure long-term, sustainable improvements in PE and physical activity, we strategically used our Sports Premium funding across several key areas:</p> <ul style="list-style-type: none"> <li> <b>Staff Development</b>            A portion of the funding was invested in high-quality CPD for teachers, support staff, and lunchtime supervisors. Through training, team teaching, and planning support, staff developed greater confidence and skill in delivering inclusive, engaging PE lessons. We use the <i>Get Set 4 PE</i> scheme to ensure consistent, progressive, and high-quality delivery across the school. This investment builds internal capacity, reducing reliance on external providers and securing sustainable improvement.         </li> <li> <b>Orienteering and Active Learning</b>            We continued to partner with <i>Enrich Education</i> to embed orienteering into our school grounds using mapped resources and digital tools. This initiative has supported physical, cognitive, and social development—particularly for pupils less engaged by traditional team sports—by combining movement with problem-solving, map-reading, and teamwork.         </li> <li> <b>Active Lunchtimes</b>            Working with <i>Opal</i>, we enhanced our outdoor environment to promote purposeful, active play. As a result, pupils are more physically active and develop important social and problem-solving skills through structured play.         </li> <li> <b>Broadening Sporting Opportunities</b>            A diverse range of clubs and enrichment activities—including boxing, archery, table tennis, and multi-sports—has encouraged greater participation from all pupils, including those with SEND and those less interested in traditional sports. Inter-house competitions, enrichment days, and sports-themed cultural workshops (e.g. Diwali dance and skipping days) further broadened children’s experiences.         </li> <li> <b>High-Quality Resources</b>            Investment in inclusive and sport-specific equipment enabled staff to deliver a wider variety of sports confidently and safely, supporting high levels of participation and enjoyment during PE lessons and clubs.         </li> <li> <b>Adventure and Enrichment Experiences</b>            Off-site activities such as bouldering and bell boating provided pupils with opportunities to develop resilience, independence, and teamwork in non-traditional settings. These         </li> </ul>	<p>We gather a wide range of both quantitative and qualitative evidence to assess the impact of our Sports Premium funding:</p> <ul style="list-style-type: none"> <li> <b>Participation Records</b> – Attendance registers for clubs, enrichment events, competitions, and PE lessons show increased engagement across all year groups, including higher uptake among less-active pupils and those with SEND.         </li> <li> <b>Pupil Voice</b> – Feedback collected through surveys, focus groups, and informal discussions highlights increased enjoyment, confidence, and enthusiasm for PE and sport, particularly in relation to new activities such as orienteering, archery, and enrichment days.         </li> <li> <b>Staff Feedback and CPD Evaluations</b> – Staff report increased confidence in planning and delivering PE lessons, supported by CPD records and reflections following training sessions and team-teaching. Lunchtime supervisors have also shared improved approaches to active play.         </li> <li> <b>Lesson Observations and Learning Walks</b> – Regular monitoring shows improved consistency, quality, and inclusivity in PE teaching, with greater use of structured planning, differentiated activities, and purposeful use of equipment.         </li> <li> <b>Photos, Videos, and Displays</b> – Visual evidence from sports events, enrichment days, and off-site activities showcase high levels of pupil engagement and enjoyment, and help raise the profile of PE within the school community.         </li> <li> <b>Competition Logs</b> – Records show increased numbers of children attending extra-curricular clubs and participating in inter-house and inter-school competitions, across a wider variety of sports than in previous years.         </li> <li> <b>Parent Feedback</b> – Comments from parents reflect positive attitudes toward the range of opportunities offered, the increased visibility of PE, and the personal development benefits observed in their children.         </li> <li> <b>Pupil Outcomes</b> – Improved physical skills, teamwork, and resilience have been noted through informal assessment in PE lessons and by class teachers across the wider curriculum.         </li> <li> <b>Use of External Providers</b> – Evaluations and reports from partners such as OPAL confirm successful implementation and impact of specialist input on orienteering and active play.         </li> </ul>

## Actual impact/sustainability and supporting evidence

experiences were particularly impactful for pupils who thrive outside the classroom or typical PE environments.

- **Competitive Sport and Representation**

Pupils participated in local competitions across a range of sports, helping to build sportsmanship, teamwork, and aspiration. Inclusion remained a priority, with children of all abilities encouraged to represent the school.

- **Daily Activity and Healthy Habits**

We promoted walking, cycling, and scooting to school through campaigns and integrated daily movement into school routines. This helped support the goal of 60 minutes of daily physical activity and promoted long-term healthy lifestyle choices.

- **Celebration and Whole-School Culture**

Achievements in sport were celebrated through assemblies, enrichment events, and regular communication with families, helping raise the profile of PE and encouraging a school-wide culture of participation, wellbeing, and enjoyment of physical activity.

Through this comprehensive, inclusive, and sustainable approach, we have strengthened our PE provision, increased pupil engagement, and created a positive culture where physical activity is valued across all aspects of school life.

This triangulated evidence gives us a clear picture of the positive and sustained impact of our PE and Sport Premium strategy.