

# 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><b>Active Lunchtimes</b></p> <ul style="list-style-type: none"> <li>A dedicated staff member is employed to oversee active play during lunchtime. Their role includes organising and maintaining equipment, setting up a variety of engaging games and activities, and encouraging children to participate in physical play.</li> <li>Play Leaders – building confidence and skills to engage younger children in structured activities. They organise and facilitate active games for younger children, helping to promote teamwork, physical activity, and social inclusion during lunch breaks.</li> </ul>	<p>Helps to promote an active and inclusive environment for all pupils. Contribute towards the government recommendation that children and young people should aim for at least 60 minutes of moderate to vigorous physical activity every day.</p> <p>Develops leadership skills and encourages a sense of responsibility among older pupils. Improves Fundamental skills amongst KS1 children.</p> <p>These top-up sessions are particularly beneficial for those who require extra support to meet national swimming expectations.</p>	<p>This continues to be a success. Children engage well and dedicated staff member continues to adapt and improve this provision depending on weather, season and children's interests.</p> <p>Not all children who attended top up lessons achieved National Curriculum expectations.</p>	<p>Number of children attending drops when club is changed to a less familiar discipline.</p> <p>Staff discussion and feedback.</p>
<p><b>Swimming Top-Up Lessons</b></p> <ul style="list-style-type: none"> <li>Additional swimming lessons provided to ensure all pupils have the opportunity to develop essential water safety and</li> </ul>			

## Review of last year 2023/25

<p>swimming skills.</p> <p><b>Extra-Curricular Clubs</b></p> <ul style="list-style-type: none"> <li>Coaching team used to provide a wider range of Extra-Curricular clubs offer to increase engagement from all children.</li> </ul> <p><b>CPD for all teachers</b></p> <ul style="list-style-type: none"> <li>Inset training for all teachers delivered. Use of coaches during 1 of the 2 weekly P.E sessions helps improve confidence and knowledge.</li> </ul> <p><b>Sport Competitions</b></p> <ul style="list-style-type: none"> <li>Attending a wide range of competitions.</li> </ul>	<p>Clubs regularly attended by at least 20-25 children. We have been able to deliver a wider range of clubs including tag rugby and cricket. Clubs used to help prepare children for competitions.</p> <p>Teachers demonstrating more knowledge and confidence of how to deliver high quality P.E in school. Staff and children staff and children.</p> <p>We entered teams into a wide variety of level 2 competitions. Successes include 1<sup>st</sup> place at Bowling competition and a Successful girl's football team.</p>	<p>Clubs mainly successful amongst KS2 children. KS1 engagement after school is limited as cohort sizes are small. Children seem to prefer football based activities and numbers drop when alternative sports offered.</p> <p>Consistency of teaching improving but some staff still less confidence in areas such as gymnastics and dance.</p> <p>Due to cohort sizes, we are limited for numbers for some sporting discipline so could not create teams big enough / strong enough to attend some of the cluster tournaments. Example being boy's football.</p>	<p>Unable to attend boy's football tournament, cricket and tag rugby due to lack of interest from children.</p>
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## Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Coaching staff to teach 1 of the 2 P.E lessons timetabled each week.</p> <p>Active Lunchtimes / playtimes.</p> <p>CPD for teachers</p> <p>Level 2 competitions through Active Schools</p> <p>Extra-Curricular Clubs</p>	<p>Each class will receive a 1 hour coaching session each week. Teachers required to be present. Move towards team teaching to improve overall teaching of P.E.</p> <p>Dedicated member of staff to oversee activities and equipment being used at dinnertime.</p> <p>Coaches to deliver games 2 days a week. Young leaders from Y6 to deliver activities to KS1 3 days a week.</p> <p>Y5 young leaders to delivers games every playtime for KS1.</p> <p>Active Schools to provide inset for all staff.</p> <p>Active school program provides a wide range of opportunities for all children including SEND, less active and team sports.</p> <p>Clubs being delivered every term.</p>

## 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><b>1. High-Quality PE Lessons &amp; Teacher Development</b></p> <ul style="list-style-type: none"> <li>• <b>Impact:</b> Pupils receive consistent, high-quality PE lessons that develop their skills, teamwork, and overall fitness. Teachers gain confidence and expertise in delivering PE sessions.</li> <li>• <b>Intended Impact:</b> By moving towards team teaching, staff will improve their ability to independently deliver engaging and effective PE lessons, reducing reliance on external coaches.</li> <li>• <b>Sustainability:</b> Over time, teachers will develop the skills to lead high-quality PE lessons without external support, ensuring long-term improvement in PE delivery.</li> </ul> <p><b>2. Increased Engagement in Physical Activity at Lunchtimes &amp; Playtimes</b></p> <ul style="list-style-type: none"> <li>• <b>Impact:</b> More children will be actively engaged during break times, leading to increased physical activity levels, better social interactions, and improved behaviour.</li> <li>• <b>Intended Impact:</b> Play Leaders (Y5 and Y6) will gain leadership experience while promoting structured, inclusive play for younger children. This supports pupils' physical and social development.</li> <li>• <b>Sustainability:</b> Training and embedding a Play Leader system each year will create a culture of active play, ensuring this approach continues with new cohorts.</li> </ul> <p><b>3. Development of Leadership Skills in Pupils</b></p> <ul style="list-style-type: none"> <li>• <b>Impact:</b> Y5 and Y6 pupils will gain leadership skills, responsibility, and confidence in guiding others in physical activities.</li> <li>• <b>Intended Impact:</b> These young leaders will develop transferable skills such as communication, organisation, and teamwork.</li> <li>• <b>Sustainability:</b> A structured leadership programme will ensure continuity</li> </ul>	<ul style="list-style-type: none"> <li>• Improved staff confidence and competence in PE delivery.</li> <li>• Increased pupil engagement in PE, playtimes, and extra-curricular activities.</li> <li>• A culture of active play and leadership embedded across year groups.</li> <li>• Greater inclusivity, with SEND and less active pupils participating in a wider range of activities.</li> <li>• A sustainable model where trained Play Leaders and upskilled staff continue to deliver high-quality PE</li> </ul>

## Expected impact and sustainability will be achieved

and provide a pathway for younger pupils to take on roles in the future.

### 4. Staff Development Through INSET Training

- **Impact:** Staff will gain knowledge and strategies to deliver inclusive and engaging PE sessions.
- **Intended Impact:** Teachers will feel more confident in delivering high-quality PE, making lessons more varied and engaging for pupils.
- **Sustainability:** As staff develop their expertise, reliance on external training will reduce, embedding a culture of high-quality PE teaching across the school.

### 5. Inclusivity & Opportunities for All Pupils

- **Impact:** The Active School Programme ensures that all pupils, including SEND, less active, and those interested in team sports, have opportunities to engage in physical activity.
- **Intended Impact:** A more inclusive approach will increase participation levels, improve self-esteem in less active children, and ensure all pupils benefit from physical education.
- **Sustainability:** By embedding inclusive practices and ensuring all children can access activities, the school creates a long-term culture of participation.

### 6. Extra-Curricular Clubs Enhancing Participation

- **Impact:** Clubs provide pupils with additional opportunities to develop skills, stay active, and explore different sports.
- **Intended Impact:** Increased participation in physical activity beyond curriculum time, leading to improved fitness, confidence, and skill progression.
- **Sustainability:** By offering clubs every term and rotating activities, a broad and engaging programme is maintained, ensuring long-term pupil engagement.

### Overall Sustainability Plan

- **Upskilling staff** through team teaching and INSET reduces dependence on

## Expected impact and sustainability will be achieved

external coaches.

- **Play Leader programmes** create a self-sustaining model where new pupils take on leadership roles each year.
- **Embedding structured activities at lunchtimes** ensures active play becomes a normal part of the school culture.
- **Ensuring inclusivity** means all children remain engaged, promoting lifelong physical activity habits.



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?