

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

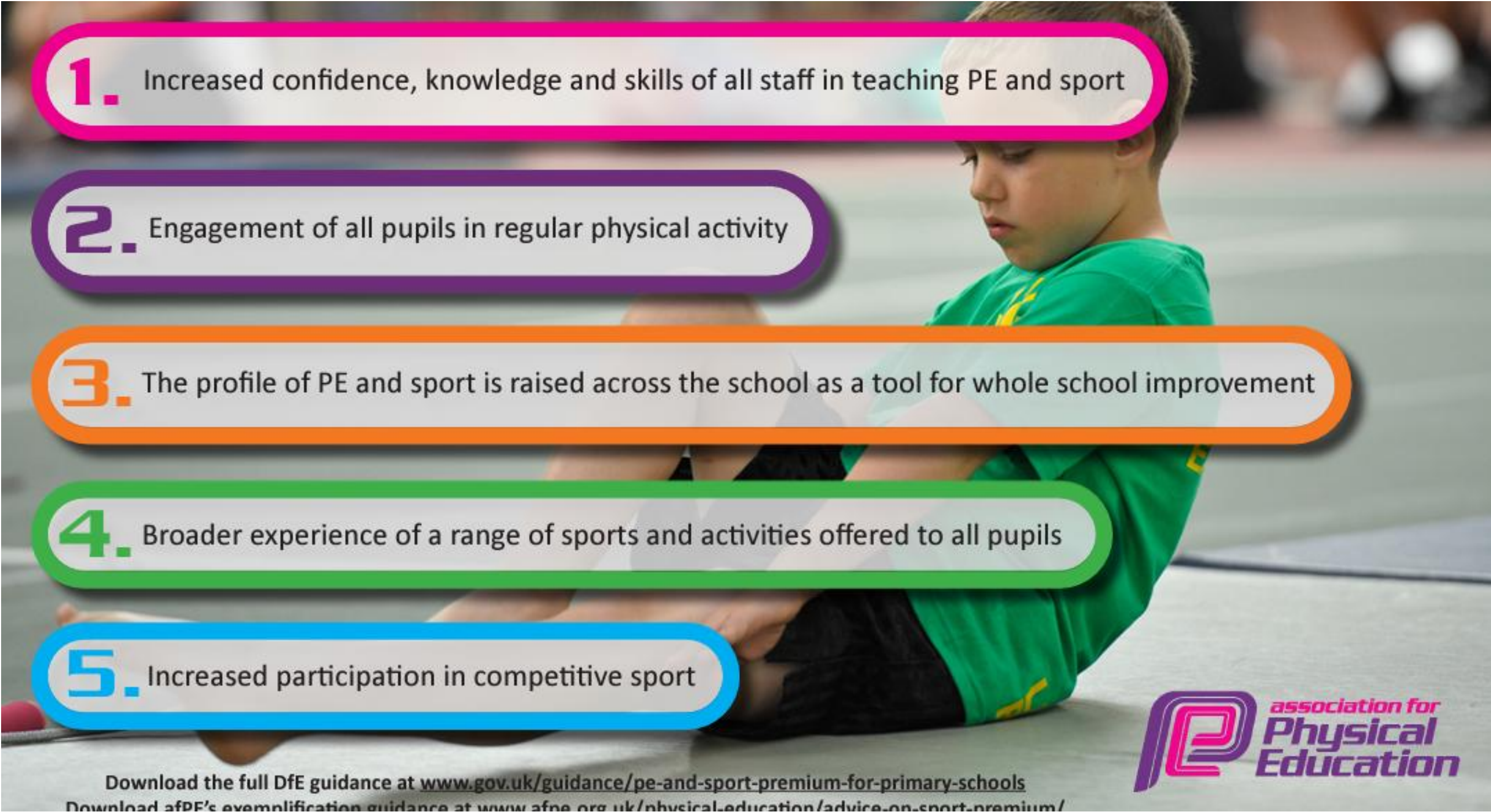
PE Funding Evaluation Form

- 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.



1. Increased confidence, knowledge and skills of all staff in teaching PE and sport

2. Engagement of all pupils in regular physical activity

3. The profile of PE and sport is raised across the school as a tool for whole school improvement

4. Broader experience of a range of sports and activities offered to all pupils

5. Increased participation in competitive sport

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/



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?
➤ Some pupils engaged in extra-curricular activities ➤ New vision for PE in 2024/25 ➤ Swimming provision in place	➤ Tracking of after school clubs via Arbor ➤ Recruitment of sports coach, clear ideas on what the role will cover, new PE lead ➤ Pupil voice, all years accessed the provision over a two week period	➤ Quality of extra-curricular provision ➤ No improvement of staff knowledge/ confidence levels ➤ Pupils' involvement in competitive opportunities ➤ Profile of PE and sport across the school ➤ Provision during curriculum lessons	➤ Parent complaints, behaviour incidents during these periods ➤ No training for staff during the academic year ➤ 20 pupils were given the opportunity to attend competitive events across the whole academic year ➤ Low profile, pupils views and engagement in 60 active minutes ➤ Provision was very 'traditional' offering little opportunity for pupils to explore new and alternative sports/ activities

Actual impact/sustainability and supporting evidence

<i>Intended</i>		<i>Expected</i>		<i>Actual</i>	
<i>Plans for 2024/25 (intent)</i>	<i>How are you going to action/achieve? (implementation)</i>	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?	What impact/sustainability have you seen?	What evidence do you have?
Improve teacher subject knowledge and confidence. 1	Curriculum plan developed with teachers to incorporate strengths. Organise professional development workshops focusing on key areas of the PE curriculum (Gymnastics, 06.01.25) Create a mentoring system for peer observation and feedback. Learning walks (spring 2)	Teachers' confidence levels and quality first teaching is evident. Increased teacher confidence in delivering a varied PE curriculum. Positive feedback from teachers on CPD workshops. Develop action plan further to support staff delivery in PE.	Regular surveys and feedback from staff. Observations of lessons to assess improvement over time.	Improvement across all areas (knowledge, confidence, SEND etc.) for all staff.	Planning at start of year, meetings with staff. Sept 2024 Staff confidence/knowledge audit Sept 2024 Staff CPD, Gymnastics 06.01.25 Staff feedback survey from CPD 06.01.25
Develop progression maps across all areas of PE and year groups. 1,3,4	Research and create progression maps that align with the National Curriculum expectations. Engage staff in collaborative planning sessions to review maps.	Clear and embedded progression maps accessible for all teaching staff. Improved continuity in PE learning experiences across year groups.	Review of progression maps annually for effectiveness. Teacher feedback during planning meetings.	Improved clarity in lesson planning and sequencing. Pupils are more confident and show smoother transitions in skill development across year groups.	Progression maps introduced to staff including knowledge/skills progression. Jan 2025

Actual impact/sustainability and supporting evidence

Enhance resources to support learning. 1,3,4	Audit existing PE resources and identify gaps. Purchase necessary equipment and resources that support differentiated learning.	Availability of diverse and age-appropriate resources across all PE lessons. Positive student feedback on equipment and resources used in lessons.	Regular resource usage logs/ audits. Student feedback surveys and focus groups.	Pupils more engaged in lessons due to varied and inclusive equipment. Improved lesson delivery.	New Gymnastics equipment delivered. Dec 2024 & Jan 2025.
Increase pupil engagement in 60 active minutes. 2	Implement a sports council. Introduce new active play sessions at lunchtime and break times. After school clubs – increase variety and ensure quality of teaching.	Increased participation rates in physical activities across the school. Improvement in overall fitness levels of pupils as measured by assessments. Increased enjoyment levels in activities creatin lifelong love for PE/ sports.	Monitor participation rates and record attendance in activities. Fitness assessments to track progress. Pupil voice, numbers for after school clubs maintained/ increased.	Pupils more active during the day through play and clubs. Sports council initiatives led to increased participation.	Attendance logs for clubs and extra-curricular activities. Sports council meeting minutes.
Expand competitive opportunities for pupils. 5	Organise inter-school competitions and sports events. Establish school sports teams and promote participation in local leagues.	Increased participation rates in competitive opportunities. Student feedback shows positive experiences in competitive settings.	Attendance records at events. Surveys to evaluate student experiences in competitions.	More pupils involved in competitive sport (88% SEND) (86% whole school). Increased confidence and teamwork skills.	Event participation records. Photos and feedback from pupils and staff. Certificates and awards. Sports Award evening.

Actual impact/sustainability and supporting evidence

Strengthen links with local community sports clubs. 2,4,5	Develop partnerships with local sports clubs for workshops and taster sessions. Create information packs for parents on local clubs and activities.	Increased awareness and sign-up rates to community sports clubs. Enhanced pathways for students to continue sport outside of school.	Track the number of students joining local sports clubs post events. Feedback from parents regarding the information provided.	Pupils attending clubs outside school. Parents increased awareness of opportunities.	Posters and newsletters shared with families.
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