

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>All children receiving 2 hours of high-quality PE through the REAL PE Scheme and Sport linked teaching each week that is timetabled across school – new equipment purchased to support with the delivery of this.</p> <p>New staff received training received training on using the platform and delivering PE to a high-quality standard.</p> <p>More children in KS2</p>	<p>Timetable created and staff observed following this throughout the year. Observations.</p> <p>Staff know how to use the platform and deliver PE in the correct manner.</p> <p>Observed by PE lead and</p>	<p>Staff commented that they didn't enjoy teaching REAL PE and that they weren't confident in teaching PE.</p> <p>It was great having new equipment for the children to engaged with at unstructured times, however the equipment was being damaged by children when being used – for example swinging from the basketball nets.</p> <p>Children were happy with more opportunities for</p>	<p>Staff consultations.</p> <p>Observed by members of staff.</p> <p>Broken equipment found around school.</p> <p>Pupil voice.</p>

Review of last year 2023/25

<p>taking part in PA during unstructured times of the day due to purchasing new equipment for these periods.</p>	<p>SLT during breaks and dinners. Children monitored using equipment by middays.</p>	<p>clubs, however, have requested for a wider variety of sports to take place.</p>	
<p>More children engaged in after school sporting activities through outside provider being brought in for both KS1 and KS2 (twice a week – football and multi-sports).</p>	<p>Evidenced through attendance registers taken weekly.</p>	<p>Staff commented that they found the assessment of PE confusing and was something they needed more support in.</p>	<p>Discussions with PE lead. Monitoring revealed misconceptions on the platform and gaps in the recording.</p>
<p>PE assessment was first introduced and implemented across school from Spring Term.</p>	<p>Evidenced through online assessment wheels on the online platform.</p>	<p>School games award was achieved of Bronze this academic year, however, as a school we aim to achieve Gold moving forward. More communication with SGO is needed.</p>	<p>Feedback from school games award.</p>
<p>More competitive opportunities attended for KS2 children through using</p>	<p>Evidenced through attendance registers. Evidenced through</p>		

Review of last year 2023/26

<p>money to provide transport. Additionally, hosted a sporting opportunity with an outside provider.</p> <p>Purchased a frame that can be altered to target gross motor development in EYFS.</p>	<p>attending competitive events/football matches.</p> <p>Date in diaries for sports days.</p> <p>Evidenced through time table created for usage.</p> <p>Evidenced through teacher observations of children accessing form.</p>		
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Intended actions for 2024/27

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To embed the new PE curriculum across school, where 100% of staff feel confident and enjoy teaching the curriculum to a high-quality standard.	Ensure all teachers can access the online platform for planning. Ensure all resources are available for all lessons. Ensure support is in place through subject leader to help staff in areas they lack confidence. Questionnaires for staff to ask for their thoughts around PE to identify areas for development to make them enjoy teaching PE more.
To ensure all equipment is fit for purpose (both equipment for PE lessons and equipment used for unstructured times of the day).	PE equipment to be audited. New equipment purchased in line with gaps for curriculum. Ensure equipment is organized effectively to make it accessible when needed and safe from children to avoid damage.
To achieve GOLD in the school games award.	Attend local events in the area. Communicate regularly with the school games officer.
To implement sports leaders in school to support with the delivery of SS and PA.	Year 5/6 children apply for sports leader role (similarly to how we apply to be school councilors).

Intended actions for 2024/28

	<p>Children selected and trained as sports leaders (SGO to come into school to support with this).</p> <p>Deploy sports leaders during unstructured times to use and monitor the use of equipment and to support with events hosted within school for other schools in our trust.</p>
To embed assessment across school ensuring staff are confident to complete this effectively and accurately.	<p>Contact create development to ensure that all staff can access the assessment platform.</p> <p>Subject leader to support staff where appropriate on the areas that they were finding challenging.</p> <p>Subject leader to closely monitor the completion of assessment across school and intervene with support where required.</p>
To offer a variety of sports as part of our extra-curricular provision to both KS1 and KS2.	<p>Increase the variety of clubs on offer to children (changing sports available each half term that is provided by the external company).</p> <p>Timetable to be created for the yearly plan of extra-curricular based on pupil voice to share with external provider in advance.</p>
Ensure a range of pupils continue to access inter competition against other schools in the area and the multi-academy trust.	<p>Y5/6 boys Football League.</p> <p>Y5/6 girls Football League.</p> <p>Y3/4 Football League.</p> <p>Half termly events held across the trust.</p> <p>Provide transport to ensure children can attend above.</p>

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?
In July 2024, staff confidence for the teaching of PE was at 70% across school. By July 2025, we predict that this will be at 100%.	Staff questionnaires, TMVs.
In July 2024, staff enjoyment for the teaching of PE was at 60% across school. By July 2025, we predict that this will be at 100%.	Staff questionnaires, TMVs.
In July 2024, no children could recall the PE learning behaviours. By July 2025, majority of Children will be able to recall some of the 6 learning behaviours in PE.	Pupil Voice, TMVs.
In July 2024, Real PE was being taught to different variations of quality. In July 2025, all teachers will be delivering clear and consistent teaching for the new embedded curriculum. The children will also be making clear progress across the year in each area as a result (assessment).	Observations.
Equipment will be clearly organised and available in the PE shed. All gaps of identified areas will be filled by new	Equipment audit.

Expected impact and sustainability will be achieved

equipment. Children will have equipment needed for their lessons.

Positive relationship created between subject leaders and SGO. SGO to have trained sports leaders through school games. Sports leaders delivering lunch time activities providing more SS and PA in school and supporting with the running of events in school (inter and intra competitions).

In July 2024, 65% of teachers were completing assessments consistently. By the end of 2025, we expect all teachers to be completing assessments effectively and accurately.

Across the academic year 23-24, football and multisport were offered as extra-curricular activities. In 2024-25, netball, dodgeball, dance, tag-rugby, multi-skills, rounders and football were offered. This hopefully will see an increase in participation and attract a wider variety of children attending clubs.

Across the academic year 23-24, Y5/6 boys' football was offered as our main competitive option. In 2024-25, we expect to see more offers for competition in school for more year groups and genders.

School games award at the end of the academic year. Registers of events that have taken place where leaders have sprouted. Timetables of sports leaders over lunch times.

Completed assessment wheels on the platform.

Long term planning of clubs. Registers of clubs.

Team sheets. Registers.

Expected impact and sustainability will be achieved

Sustainability: Teachers confident at teaching and delivery high-quality PE with joy and confidence. Equipment available for a wide variety of sporting options, looked after and good quality to last for a long period of time with minimal replacements required. Positive relationships formed with SGO for local support and offers being brought into school. Sports leaders trained in two year groups to support each year with more delivery during unstructured times and events held in school.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
By July 2025, 100% of teachers expressed that they are confident at teaching high quality PE in school. No planned new staff for next academic year and therefore teacher confidence should continue into next academic year with no planned changes to curriculum.	Staff Questionnaire.
By July 2025, 100% teachers expressed they enjoy teaching PE in school. No planned new staff for next academic year and therefore teacher enjoyment should continue into next academic year with no planned changes to curriculum.	Staff Questionnaire.
By July 2025, some children were starting to recall some of the 6 learning behaviours used in Real PE, however, this is still an area that needs fully embedding as many still could not recall these when asked.	Observations. TMV.
By July 2025, most year groups were teaching Real PE to a high quality. This still needs monitoring moving forward to ensure all year groups are doing this consistently. All year	Observations. TMV.

Actual impact/sustainability and supporting evidence

groups are beginning to deliver the traditional sports element effectively and some children are now able to recall the sports they have been learning (Y2 onwards). Curriculum is not planned to change next academic year so this should continue to increase moving forward.

All year groups have made progress in PE in both the learning behaviours domains and the fundamental movement skills.

PE equipment was audited. New equipment ordered in line with any gaps and needs for curriculum coverage. PE shed organized by PE lead, however, staff need to ensure it stays neat and tidy when getting equipment out and putting it away as this does not always happen. By July 2025, some equipment has been broken through use during unstructured times of the day (e.g. basketball and netball nets) and will therefore need replacing moving forward to ensure that is it appropriate for delivery of these lessons.

Sports leaders have been trained and supported in the delivery of a cricket festival and sports day by the end of July 2025. Moving forward, sports leaders are to become

Assessment wheels.

PE equipment audit.

Diary dates of events that took place.

Attendance of other schools.

Diary date of sports leaders training.

Actual impact/sustainability and supporting evidence

more involved with delivering activities during lunch times to provide them more responsibility in school and raise the awareness of SS and PA. Subject leader to remain in regular contact with the school games organizer for support around setting this up and the implementation of this effectively in school.

By July 2025, 80% of staff were completing assessment wheels in some format, however, there was still a lack of consistency of how regularly and effectively these were done. This is still an area that needs focusing on moving into next academic year. An additional CPD session needs to be provided to staff to refresh around assessments and how often these should be completed. This was not delivered by July 2025 as subject leader was informed by create development (REAL PE) that a change was coming to the way in which assessments took place, and therefore, was decided to wait for the next academic year.

Over the 24-25 academic year, a wider range of sports were offered for extracurricular activities: netball, dodgeball, dance, tag-rugby, multi-skills, rounders and football. These were chosen in line with the festivals that we knew we

Assessment Wheels

Email conversations around new assessment platform.

After school club registers.

After school club yearly sports plan.

Actual impact/sustainability and supporting evidence

would be attending this academic year. Some of these sports had a large uptake of interest and filled up quickly (football, dance, dodgeball), whereas others had an interest but did not have the desired impact we hoped for. Despite this, we still saw an increase in the number of children accessing these clubs. Moving into next academic year, a survey should be sent to the children to ask which sports they would like to see for their after-school clubs to ensure that all clubs are filled to maximum capacity and a continued increase of participation occurs.

Over the 24-25 academic year, we joined three football leagues instead of the one from the previous academic year (Y5/6 Boys, Girls and Y3/4 boys leagues). This meant that we were able to have more children regularly competing and representing our school in football compared to last academic year. This also has created more of a structure of football in school where children can develop and move through the leagues as they get older. We have also attended festivals for Boccia, Handball, Netball, Tag-Rugby and Cricket. This was targeted at different needs (SEND and gender being the main focus). We were able to do this through arranging transport for all to attend.

Football team registers.
Diary dates.
League results.
Festival registers.

Actual impact/sustainability and supporting evidence