

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?
<ul style="list-style-type: none"> • P.E Long term plan provides clear structure and progression from Reception to Y2. • Before and after school clubs offered over the course of the year, in different sporting/physical activity areas. • Children have had the opportunity to participate in external sporting events, inc children from vulnerable groups. • External coach is delivering high level PE and upskilling teachers. • Sporting areas at lunchtime have been set up for children to access. A range of sports are available on a weekly basis. • PE Interventions for vulnerable children during school time, allowing them to be taught in smaller groups twice a week. 	<ul style="list-style-type: none"> • Ofsted January 24 included 'Deep Dive' in PE... <i>"During playtime, pupils play together collaboratively and kindly"</i> <i>"The curriculum works towards clear end points that prepare all pupils, including those with SEND, for the next stages of education."</i> <i>"Pupil's broader development is a strength of the school... Physical and mental health is a priority"</i> • Staff questionnaire • Records of clubs and uptake • Records of external events and uptake • Records of PE interventions by specialist teacher. • Staff & pupil voice (see Sports Premium Report 23/24) 	<ul style="list-style-type: none"> • PE assessment not yet consistent across school. Assessment expectations not clear for all staff. • Tracking of PE interventions and their effectiveness not yet robust • All physical development opportunities in Reception (including those in continuous provision and for fine and gross motor) are not included as part of long-term planning and assessment 	<ul style="list-style-type: none"> • No central system in place for PE assessment. • Ofsted Jan 25 <i>"Teachers check what pupils have learned and remembered, but this can be inconsistent across different subjects."</i> • PE interventions are not aligned with other interventions (led by SEND team) across the school. • Intervention effectiveness data is not yet centralised. It can be difficult to see who has received interventions previously and their effectiveness. • Long term planning does not include opportunities for physical development in Reception continuous provision.

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>In line with DfE guidance for effective spending of the Sports Premium, spending will focus on the following areas...</p> <ul style="list-style-type: none"> increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities increasing engagement of all pupils in regular physical activity and sporting activities offer a broader and more equal experience of a range of sports and physical activities to all pupils 	<p>To increase confidence, knowledge and skills of all staff in teaching PE and sporting activities</p> <ul style="list-style-type: none"> Provide high quality CPD through all teachers team-teaching with a PE Ensure PE is considered as part of whole school professional development on adaptation, metacognition and review/recall of knowledge Set up whole school system for assessment of PE <p>To increase engagement of all pupils in regular physical activity and sporting activities</p> <ul style="list-style-type: none"> Provide small group physical literacy interventions run by a PE specialist to ensure all children can access whole class teaching including those with identified SEND Provide a wide range of sporting activities and physical development opportunities during playtimes, led, modelled and supported by experienced staff Ensure physical development opportunities are maximised in Reception, including continuous provision opportunities in P.E long term planning and teaching Develop 'Woodland Time' opportunities to ensure all children have a minimum of 6 sessions yearly to access outdoor and active learning. Develop all year groups' outside spaces to increase opportunities for regular active learning. Provide sport clubs before and after school, introducing a range of sporting activities across the year <p>To offer a broader and more equal experience of a range of sports and physical activities to all pupils</p> <ul style="list-style-type: none"> Monitor physical literacy interventions to ensure effectiveness and access of key groups (inc SEND/PP) Develop 'Woodland Time' and year group outdoor spaces to increase regular opportunities for physical activity. Include woodland area and 'tricky trail' in play offer during lunch playtimes Review Sport Day events to consider experience of vulnerable groups inc SEND and share our ethos of inclusive events that build everyone's physical and mental well-being Develop sporting clubs before/after school

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?
<ol style="list-style-type: none"> 1. Continued development of staff confidence and knowledge teaching PE and supporting physical activity. 2. Increased engagement of all pupils in regular physical activity and sporting activities 3. A broad and equal experience to a range of sports and physical activities to all pupils is offered 	<ul style="list-style-type: none"> • Use of 'Insight' data system by all teachers will evidence attainment in PE • Reports on 'Insight' data system will show effectiveness of physical literacy interventions • Observations of playtimes and collection of pupil voice will demonstrate range of physical development opportunities • Woodland time and year group planning and learning walks will demonstrate increased learning activities outdoors • Reception physical development will be planned for in continuous provision as well as PE sessions • PE Action Plan reviewed • Sports Day records and feedback from wider community • Records of sport related clubs and access

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> Teachers are confident in assessing children's physical development and are now logging key objectives on 'Insight' enabling future teachers to know starting points, gaps and monitor progress. Children have attained well in all year groups in P.E. Children show a love of PE A high percentage of children have accessed the physical literacy intervention and this has supported many of them to make accelerated progress from their starting points. Children accessed karate and multi-skills club as well as new active-based clubs for this year; Woodland Club and Football. Staff have accessed training by Learning through Landscapes on use of the outdoors for active learning and via subscription 'Teach Active' Children across all year groups have participated in 'Woodland Time' sessions. Increasingly these have been led by year groups as practitioner confidence increases. The whole school participated in 'Outdoor Classroom Day', 8th May 2025 Children enjoy being active at playtimes. Tricky trail and woodland area use introduced following pupil voice. 	<ul style="list-style-type: none"> 88% or more children in all year groups are at the expected level for PE/gross motor skills Pupil voice (9.1.25) demonstrates children enjoy PE: Children used the word "fun" often to describe P.E and 1 Year 2 child said "I like all the activities we do in P.E"; while a Reception child said "you get healthy". Planning, including in Reception, aligns to pupil voice. The physical literacy intervention was effective or very effective for 68% of those children who received it. The biggest barrier to effectiveness was focus and attention skills. 72 children accessed our physical literacy intervention, approximately a 1/3 of the school cohort. Of these 40% are identified as SEND and 30% EAL. Club booking registers. Number of children taking up active clubs this year: Multi Skills – 23, Karate – 10, Football – 29, Kicks – 30, Woodland Club - 12 Woodland Floor Book demonstrates range of learning across year groups Pupil voice from Outdoor Classroom Day demonstrates engagement & enjoyment Pupil voice (Spring 25) on playtimes identified lots of ways of being active that children enjoy e.g. 'tennis' 'tag' 'nirate shin'