

# 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 2024/25.
- 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 2024/25

**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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>The impact of PE CPD had a positive impact on the quality of lessons for the children and the impact on staff knowledge – particularly in areas of need for development (Dance and Gymnastics).</p> <p>Equipment purchased enabled access to PE for all children.</p> <p>Impact of WOW Active program saw an increase in participation in PE and an overall improvement across the school with indicators of classes requiring further support.</p> | <p>Teacher feedback on impact of CPD and pupil voice across the school provided enthusiasm towards PE lessons and overall positive feedback towards the breadth and quality of the lessons.</p> <p>SEND children provided with additional PE time if not in whole class environment. Those taking part in whole class were accessing PE learning through appropriate equipment.</p> <p>WOW Active assessment has shown Year 5 and Year 3 are performing above national average for the program and identified Year 6 as a class that require further intervention which was fed back to parents. Staff could also utilize the assessments to focus skillset for warmups in their PE lessons and it was fed back that staff had gained confidence to lead their own Physical Performance Assessment next academic year.</p> | <p>Swimming data continued to be low despite top up lessons for Year 6 being implemented.</p> <p>Lack of CPD availability for class teachers in swimming through Swim England and local leisure centre.</p> | <p>Data recorded showed 35% could swim a distance of 25 metres. We have also had inconsistent attendance from members of the class – including members that could swim 25 meters at a younger age.</p> <p>Plans to support staff with further training in swimming teaching did not arise due to travel constraints to the nearest Swim England course and timing of the online courses being in conflict with other training for staff. Training supplied by local leisure centre was after school hours.</p> |

## Intended actions for 2024/25

| What are your plans for 2025/26?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How are you going to action and achieve these plans?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ol style="list-style-type: none"> <li>To deliver House Competitions within school for all pupils to broaden the curriculum received and to provide children with a sense of competition. Calculated costs = £432.63</li> <li>After school club provided by Premier Education covering a range of sports – some that are being taught in the medium-term plan, but other sports that will enrich opportunities. = £1,993.86</li> <li>To increase confidence, knowledge and skills of all staff in teaching PE and sport. Staff CPD provided by Premier Education to provide knowledge and experience to staff members. = £9,349.58</li> <li>To purchase equipment which enables all children to have equal access to PE and to purchase equipment to enhance and widen sporting knowledge. = £1,053.33</li> <li>To ensure that all pupils in KS2 can: - Swim confidently and proficiently over a distance of at least 25 metres - Use a range of strokes effectively, e.g. front crawl, backstroke and breaststroke. - Perform safe self-rescue in different water-based situations. Provision of Swimming Booster Lessons for Year 6 to improve the percentage of children finishing Key Stage 2 able to swim 25m and perform a range of strokes. = £3,086</li> <li>To continue to provide pupils in regular physical activity during structured and unstructured times.<br/>All pupils to: <ul style="list-style-type: none"> <li>- Be actively engaged</li> <li>- Develop cooperation and teamwork skills</li> <li>- Understand sports rules</li> </ul> Price inclusive of point 2. </li> <li>To develop CPD in Swimming by sending staff on appropriate water safety and swimming courses linked with Newman University. = £17.06</li> </ol> | <ol style="list-style-type: none"> <li>To arrange and organize three house competitions for all year groups. One in each term with the focus of these competitions arranged in advance to broaden the curriculum – quidditch, handball and ultimate frisbee.</li> <li>Run weekly afterschool clubs lasting 1 hour run by specialist coach from Premier Education.<br/>Monitor through registers the children attending.<br/>Communicate with Premier Education to ensure that the clubs cover a breadth of sports.<br/>Ensure equipment is purchased to give opportunities to do these sports.<br/>Communicate with local suppliers to offer specialized equipment when necessary.</li> <li>Provide staff with CPD survey and targets to share with coach.<br/>Sports Coach to lead sessions and then provide feedback to staff based on targets.<br/>Children to share their voice on the curriculum and the quality of the teaching.<br/>Whole school CPD on aspects of the curriculum identified as areas of development.</li> <li>Identify equipment that is suitable to children in the school.<br/>Purchase new, suitable equipment that will match with medium term plan in school.<br/>Create itinerary of PE equipment in school, purchase equipment that is not present but required for sport exposure.</li> <li>Hold booster lessons at local leisure Centre (Northfield Leisure Centre).<br/>Utilize Swimming Teachers to focus on differentiated groups by ability.<br/>Hold weekly sessions in Summer Term.</li> <li>Sports coaches to be deployed during unstructured times to organise, coach and guide pupils to: - Actively engage in support with delivering sports activities during unstructured times and improve participation.</li> <li>Contact with Newman University and develop regular communication.</li> </ol> |

## Intended actions for 2024/25

Total Allocation = £17,715

Total Spend = £15,932.46

Remaining = £1,782.54

Staff to attend courses linked with swimming.

Staff members to feedback to other teachers.

## 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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <ol style="list-style-type: none"> <li>1. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.<br/>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school<br/>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils<br/>Key indicator 5: Increased participation in competitive sport.</li> <li>2. (Indicator 2) All children have engaged in additional physical activity opportunities at school.<br/>(Indicator 3) Increased opportunities to develop every child's fundamental skills linked to the National Curriculum.<br/>(Indicator 3) Opportunities to provide intervention support and identify those who are performing successfully.<br/>(Indicator 4) Range of exercises conducted across each year group has supported physical literacy development.</li> <li>3. (Indicator 1) Increased knowledge for teachers to deliver structured PE lessons.<br/>(Indicator 2) -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.<br/>(Indicator 4) Broader experience of a range of sports and activities offered to all pupils.</li> <li>4. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</li> </ol> | <ol style="list-style-type: none"> <li>1. Registers of children attending House competitions.<br/>Feedback from staff and pupils<br/>House points collected<br/>Photographic evidence<br/>Inclusion of all children through adaptation of equipment.<br/>Timetables ensuring all classes take part.</li> <li>2. Registers taken at each afterschool club session.<br/>Pupil Voice from children who attend clubs and parent feedback at end of year.<br/>Children achieving certificates and badges as a result of improvement in skills based on assessment.</li> <li>3. Surveys of staff from beginning of year compared to end of year assessing their confidence in teaching PE collected on Premier Education Website (PEPE) which can be shared.<br/>Feedback from Sports Coach on staff members and targets to further develop.</li> <li>4. Sports sessions will be accessed by all children and any that are not suitable will be identifiable and then enacted on.</li> </ol> |

## Expected impact and sustainability will be achieved

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| <p>Key indicator 5: Increased participation in competitive sport.</p> <p>5. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.<br/>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.<br/>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.<br/>Key indicator 5: Increased participation in competitive sport.</p> <p>6. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils<br/>Key Indicator 3: Increased opportunities to develop every child's fundamental skills linked to the National Curriculum.</p> <p>7. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> | <p>Sports being taught or experienced are recordable and then pupil voice carried out into future sports experiences that are wanted.</p> <p>5. Assessments taken place of Year 6 class from first attendance in Year 4 to present day to see improvement and can be looked back on to assess effectiveness of swimming regularly from Year 4, Year 5 to Year 6.<br/>Final assessment to be carried out which will provide statistical data.<br/>Feedback from staff members who attend lessons and are observing swimming coaches.</p> <p>6. Pupil voice from Key Stage 1 children and Key stage 2 children.<br/>Future potential impact of resilience within competitive environment and its exposure.<br/>Children will show a sense of belonging to their houses when competing with each other in house competitions.</p> <p>7. Attendance on Newman University CPD session<br/>Feedback to staff given from those attending<br/>Implementation of CPD to better practice.</p> |
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## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | What <b>evidence</b> do you have?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ol style="list-style-type: none"> <li>1. All children have had exposure to competitive environments in school. Children are able to compete against each other and develop a sense of community, teamwork and have experienced what it means to win and lose in a controlled environment.</li> <li>2. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Greater range of sporting activities for children to take part in. Successful application of new activities based on children's viewpoints.</li> <li>3. Primary teachers are more confident to deliver effective PE lessons and in supporting pupils to undertake extra activities inside and outside of school. More pupils are meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</li> <li>4. Enablement of new sporting opportunities and better provision of sensory equipment allowing all children to take part in activities. SEN equipment has increased access to learning.</li> <li>5. The Primary teachers who attend the booster sessions are more confident to deliver effective PE supporting pupils to undertake extra activities. This includes teaching water safety and swimming and as a result improved % of pupil's attainment in PE. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</li> <li>6. During unstructured time, most children are able to choose a task independently. However, further equipment is necessary to develop this to ensure that all children are able to participate, choose and develop resilience, teamwork and fairness on the playground.</li> <li>7. Attendance of one staff member at the end of Summer Term to Newman University course. The impact of this is greater knowledge and experience for this staff member (VD), however due to the timing of the course, the greater impact is yet to be seen.</li> </ol> | <ol style="list-style-type: none"> <li>1. Registers and Pupil voice. House competitions and the collection of house points.</li> <li>2. Collection of registers from range of afterschool clubs has shown good uptake from across school.</li> <li>3. Collection of staff feedback on Premier Education Staff Questionnaires. Comparative responses from beginning of year to present day shows general growth in confidence in delivering PE lessons across the curriculum with two areas identified for further development: dance and gymnastics.</li> <li>4. PE inventory shows an increase in available sports that can now be covered in school. SEN provision of equipment has now increased also. Participation of pupils in PE lessons has maintained and become accessible to all.</li> <li>5. Final assessments indicate that 48% of Year 6 pupils can swim 25m unaided and the same figure were able to swim using a range of strokes.</li> <li>6. Feedback from lunchtime staff and Teaching Assistants. Pupil Voice on the impact of activities and what they would like to have in future.</li> <li>7. Certificate for staff members who attended. Feedback on course.</li> </ol> |