

# 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?                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continuing SSP membership and participation in sporting events and staff training.                                            | Each child across the school taking part in at least one competition organised through SSP                                                                 | Active play heroes initially set up and running well, but challenging to maintain in the format provided. | Some children continued with the system but many children unable to maintain consistency. Games / activities became repetitive and behavior issues increased. |
| Improved equipment provision and storage for access                                                                           | PE leaders CPD                                                                                                                                             | PE sports council set up across KS2                                                                       | Meetings were infrequent. Some actions taken (including changes on the playground). Time constraints for holding meetings.                                    |
| Orienteering introduced to the years 3 and 4 curriculum.                                                                      | Guidance and support for all staff available through the membership                                                                                        |                                                                                                           |                                                                                                                                                               |
| Sports Day organisation and delivery adapted to be more inclusive and active and with a greater focus on school games values. | Storage areas accessible, equipment available for both indoor and outdoor use. Separation of lunchtime and PE equipment                                    |                                                                                                           |                                                                                                                                                               |
| Increased lunchtime and playtime activities.                                                                                  | Feedback 100% positive from year 3 teachers, some adaptations regarding equipment and set up required in year 4.                                           |                                                                                                           |                                                                                                                                                               |
| Transition from 1 PE lead to 2 PE leads.                                                                                      | Feedback from staff, children and parents. Participation increased. Links made with feeder school to support delivery. Reduction in staff stress.          |                                                                                                           |                                                                                                                                                               |
|                                                                                                                               | All classes responsible for taking out and setting up of activities (skipping, volleyball, hoops, basketball, cup stacking). Zones seen on the playground. |                                                                                                           |                                                                                                                                                               |
|                                                                                                                               | Shared role to enable greater focus on events and the curriculum. Resulting in increased number of festivals / competitions.                               |                                                                                                           |                                                                                                                                                               |

## Review of last year 2023/25

|                                                            |                                                                                                                 |  |  |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--|--|
| Using FORMS to organise sporting events.                   | Relieving school admin staff and greater ownership seen by class teachers. More teachers taking part in events. |  |  |
| Raised profile of girls football.                          | 150+ girls attended a girl's festival at Olton after school. Parents and siblings included.                     |  |  |
| Olympic medal winner attended a charity fundraising event. | All children participated. Over £2000 raised. Raised PE profile through social media.                           |  |  |
| Silver School Games Mark Achieved.                         |                                                                                                                 |  |  |

## Intended actions for 2024/26

| What are your plans for 2025/26?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How are you going to action and achieve these plans?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>1. To increase the physical activity levels of all pupils across the school day</p> <p>2. To improve the quality of PE teaching and learning across all key stages.</p> <p>3. To broaden the range of sports and activities offered to all pupils</p> <p>4. To develop competitive opportunities for pupils across the school.</p> <p>5. To promote the physical and mental well-being of pupils through sport and physical activity.</p> <p>6. To increase the percentage of pupils achieving the national curriculum swimming requirements by the end of Year 6 (current year 5 pupils)</p> | <ul style="list-style-type: none"> <li>- Introduce active break and lunchtime activities led staff and play leaders</li> <li>- Purchase new equipment to encourage active play.</li> <li>- Schedule regular brain breaks and movement sessions during lessons</li> <li>- Audit current PE provision and update the PE curriculum to ensure progression and breadth (Switch from REAL PE to Get Set for PE)</li> <li>- Observe lessons and provide feedback.</li> <li>- Use pupil voice to identify areas of interest.</li> <li>- Use new scheme of work to ensure rich/varied curriculum</li> <li>- Enter sport competitions and leagues.</li> <li>- Organise intra-school tournaments at the end of each half term.</li> <li>- Train sports ambassadors to help with events.</li> <li>- Introduce wellbeing sessions linked to PE (e.g. yoga).</li> <li>- Highlight links between activity and emotional health in assemblies and class time.</li> <li>- Celebrate achievements in line with School Sports Values, not just competition winners.</li> <li>- Provide additional swimming sessions for pupils not on track to meet expectations.</li> <li>- Monitor pupil progress throughout the year in year 4 and intervene early.</li> <li>- Allocate PE premium to fund transport and lesson costs.</li> <li>- Engage with families to encourage swimming outside of school hours.</li> <li>- Work with swimming instructors to provide targeted support.</li> </ul> |

## 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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Increased percentage of Year 5 pupils meeting national swimming expectations</li> <li>- Increase percentage of Year 4 pupils achieving NC swimming standards against the previous year's swimming data</li> <li>- More pupils engaged in physical activity during lessons, lunchtime and beyond school hours.</li> <li>- Increase participation in competitions and a broader range of sports across the school.</li> <li>- Long-lasting culture of physical activity and health awareness among pupils.</li> </ul> | <ul style="list-style-type: none"> <li>- an increase from 50%. Top up lessons for those children in year 5 who have not yet met expectations following 24 weeks of delivery.</li> <li>- an increase from 50% for previous years.</li> <li>- Participation data in lessons/ lunchtime/after-school activities and sports competitions.</li> <li>- increased participation in class competitions / events through data and records of competitions through SSP</li> <li>- pupil voice / questionnaire / discussion with pupils</li> </ul> |

## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What <b>evidence</b> do you have?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- The percentage of Year 5 pupils meeting national curriculum swimming expectations increased</li> <li>- Staff confidence in delivering PE improved through the new scheme (Get Set for PE)</li> <li>- Increased participation in physical activity during break/lunch through structured play.</li> <li>- Sustained increase in sports competitions to include at least one offering per year group</li> <li>- Positive attitudes towards physical activity are promoted through pupil-led initiatives.</li> <li>- Continued access for all football via the sports coach.</li> </ul> | <ul style="list-style-type: none"> <li>- KS2 teacher feedback positive about the move from Real PE to Get Set for PE.</li> <li>- KS1 / EYFS has some improvements they want to make, including training / merging ideas from the previous scheme.</li> <li>- increase in activities at playtime to include 7 areas of activities (2 x volleyball, hockey, skipping, cup stacking, basketball, ping pong)</li> <li>- pupils are leading and organising playtime games and competitions in volleyball and hockey. Each year group has access to areas on specific days through a rota. Girls have their own day for hockey once a week.</li> <li>Daily rota for year groups, including girl only sessions, run and organised by the sports coach.</li> </ul> |