

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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 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?
<p>Pupils benefit from being taught by a specialist sports coach for a proportion of their PE lessons.</p> <p>Pupil participation in sports clubs offered to all year groups.</p> <p>Offering a wider variety of sports clubs throughout the year – e.g. running, dance, badminton, athletics, netball.</p> <p>All Year 3&4 children have access to swimming lessons throughout the academic year.</p> <p>Young Sports Leader scheme for all pupils across the school, led by Year 6 children.</p> <p>Forging links and partnerships with local providers and other schools, – e.g. <i>Brocket Hall and golf, Bikeability cycling offer to Years 3-6, Knightsfield Young Leaders,</i></p> <p>Participating in a higher number of inter-school competitions and events across a</p>	<p>Pupil voice</p> <p>Learning walks</p> <p>Monitoring of clubs on offer to ensure a variety of sports</p> <p>Monitoring of children's participation in clubs and targeting</p> <p>More children participating in lunchtime and after school sports clubs, needing a waiting list or two groups</p> <p>PE profile raised across the school.</p> <p>Children making strong progress throughout the year.</p>	<p>Participating in school-to-school organised fixtures events, for example for football and netball.</p> <p>Further opportunities for EYFS and KS1 to engage in a wider variety of sports or competitions.</p> <p>Continue to develop and offer a range of sports clubs to ensure all children participate at some point throughout the year.</p>	<p>Difficult to find dates and timings that work for us and other schools as well as having to travel and staff these events.</p> <p>Not as many opportunities offered for these age groups.</p> <p>Some children not signing up to sports clubs, even with encouragement or the clubs being offered within the school day.</p>

Review of last year 2024/25

variety of sports – e.g. *netball, golf, badminton, basketball, archery, District Athletics*

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Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Ensure all children benefit from being taught by a specialist sports coach for a proportion of their lessons, and ensure teachers are upskilled through team-teaching and observations of them.</p>	<p>Timetable specialist sports coach across the school. Staff feedback to identify areas of need and timetable opportunities for shadowing and observations.</p>
<p>Continue to engage children in physical activity during break and lunchtime, aiming to achieve more than 30 minutes of activity outside of PE lessons per day.</p>	<p>Invest in equipment linked to current PE topics, upcoming events, and children’s interests to engage them in sporting play. Continue to train and utilise Year 6 Young Sports Leaders, offering further support/refresher training throughout the year to maintain momentum.</p>
<p>Consistently implement the Daily Mile (to support the above).</p>	<p>Classes to aim for 3xweekly session of the Daily Mile, including one whole school or Key Stage session.</p>
<p>To raise teacher confidence in teaching gymnastics (and any other areas that are identified in staff surveys e.g. adaptations for disabilities)</p>	<p>CPD using specialist sports coach.</p>
<p>Increase the range of clubs offered to include less traditional sports and activities when possible. Targeting specific groups – girls (beyond netball club), SEND and club non-attenders.</p>	<p>Pupil voice to identify what clubs the children would like to have/try. Utilise specialist sports coach and links to Sports Partnership. Track club data and attendance.</p>
<p>Continue to access a wide range of inter-school competitions and hold regular intra-school events.</p>	<p>Paid members of Sports Partnership – use their calendar to forward plan events we will attend, travel arrangements and staffing.</p>

Intended actions for 2025/26

	Utilise specialist sports coach and Year 6 Young Sports Leaders to plan and hold intra-school events each term.
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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?
Increased staff confidence in teaching aspects of PE identified initially though discussion.	Staff delivering PE sessions in a wide range of sports and PE skills, in order to be able to teach the full PE curriculum for their classes. Lessons observed in order to gather evidence.
A greater variety of physical activities available at lunchtimes for all children.	Young leaders observed planning and implementing sessions throughout the school year including a variety of activities and targetting all year groups. Areas of the playground and school field organised to enable children to independently participate in a range of activities at break and lunchtimes. Increased resources available.
Greater stamina in children when completing the daily mile, leading to greater levels of fitness.	Regular participation in the Daily Mile (at least 3 times a week) for every class outside of breaktimes and PE lessons. Distance increasing according to the age group of the child.
Greater range of sports clubs being run throughout the year.	Information about the number of children including targeted groups participating in extra-curricular sports clubs compared at the start and end of the year. Greater number and a wider demographic participating.
Children in all classes to have experienced a range of sports activities, competitive and non-competitive.	Every class to have participated in the Sports Partnership, including our youngest children in Reception.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?