

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?
<i>Enhance the competitive environment within school. Attend more inter-school competitions and recognize significant sporting achievements.</i>	<p><i>At the end of each block, intra-school competitions have taken place to ensure all pupils are exposed to a competitive environment in line with school games values.</i></p> <p><i>All inter-school competitions offered by our SGO have been participated in as well as those offered as part of NLS.</i></p> <p><i>Sporting achievements recognized through certificates, sports personality awards, newsletters, assemblies, school appearance awards and trophies.</i></p>	<i>Percentage of pupils meeting the expectations has slightly decreased based on last year.</i>	<p><i>Swimming provision has been provided by the Local Authority and pool time is limited due to travel.</i></p> <p><i>We have made the decision ahead of next academic year to have a portable pool setup on school site which will significantly increase the amount of swim time.</i></p>

Review of last year 2023/25

<p><i>Embed and establish SEND sport provision.</i></p>	<p><i>SEND specialist provision is in place and meeting the needs of targeted individuals who are struggling to access their two hours a week of PE. Children have built the fundamental skills needed to engage with their PE sessions with support.</i></p>	<p><i>SEND PE Intervention allows children to develop the skills and expertise to be successful however, stages and not ages would be more beneficial to further develop the skills and opportunities for these children.</i></p> <p><i>Lack of role models in key sporting positions for some of these pupils to raise aspirations.</i></p>	<p><i>Looking ahead, change the groups to a stage one and stage two group as opposed to basing groupings on age. Using the stage two group to become young leaders for the stage one session.</i></p> <p><i>Ensure future choices for sports captains are reflective of the need to have role models in significant roles.</i></p>
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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>Our intent is to use the Primary PE and Sport Premium funding to embed a culture of physical activity, inclusion, and excellence in sport and PE throughout our school. We aim to ensure that all pupils, regardless of ability or background, have access to high-quality physical education, engaging opportunities to be active, and a wide range of sporting experiences that contribute to their physical, emotional, and social development.</p> <p>Specifically, our objectives are to:</p> <ol style="list-style-type: none"> 1. Raise the quality of PE provision by investing in staff CPD, ensuring lessons are inclusive, progressive, and challenging. 2. Increase daily physical activity levels, supporting the Chief Medical Officer's recommendation of 60 active minutes per day. 3. Broaden the range of sports and physical activities available, encouraging participation from all pupils, including those less active or with SEND. 4. Foster lifelong habits for health and wellbeing through regular, enjoyable, and meaningful activity. 5. Promote participation in competitive sport to develop resilience, teamwork, and leadership skills. 6. Build sustainable PE infrastructure (staff expertise, resources, and partnerships) to ensure long-term impact beyond the funding. 	<p>Enhancing the PE Curriculum</p> <ul style="list-style-type: none"> • Review and refine our PE curriculum to ensure it is inclusive, progressive, and ambitious for all, including pupils with SEND. • Use a sequenced scheme of work in conjunction with NLS that builds skills and knowledge across year groups, with clear assessment opportunities. <p>Expanding Extra-Curricular and Enrichment Opportunities</p> <ul style="list-style-type: none"> • Offer a wide range of after-school clubs, including inclusive and alternative sports (e.g. yoga, boccia, dance, archery). • Provide targeted opportunities for less active pupils and those from disadvantaged backgrounds to engage in physical activity. <p>Promoting Daily Physical Activity Across the School Day</p> <ul style="list-style-type: none"> • Embed active learning strategies across the curriculum (e.g. active maths/literacy). • Introduce initiatives such as active breaks and active playtime zones to ensure all pupils are moving more regularly. <p>Improving Resources and Equipment</p> <ul style="list-style-type: none"> • Invest in inclusive, high-quality PE equipment that supports a range of activities and pupils with varying needs. • Develop active play environments with structured zones and equipment to encourage movement during free time.

Intended actions for 2024/25

Increasing Participation in Competitive and Collaborative Sport

- Engage with local School Games competitions, festivals, and friendly matches.
- Organise intra-school tournaments and leadership roles (e.g. Sports Leaders or Playmakers) to foster teamwork and sportsmanship.

Supporting Pupils with SEND

- Adapt PE provision using the STEP framework (Space, Task, Equipment, People) to ensure accessibility.
- Provide personalised physical targets aligned with pupils' EHCPs/IEPs.
- Work with specialists to deliver inclusive PE sessions and therapeutic physical activities.

Ensuring Long-Term Sustainability

- Embed training, resources, and systems that will continue to improve PE and sport provision beyond the life of the funding.
- Monitor and evaluate impact regularly to refine approaches and allocate funding responsively.

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?
<p>Increased Participation in Physical Activity</p> <ul style="list-style-type: none"> Encouraging more children to engage in regular physical activity, aiming for the Chief Medical Officer's recommendation of 60 minutes per day. <p>Broader Experience of Sports and Activities</p> <ul style="list-style-type: none"> Introducing pupils to a wider range of sports and physical activities to find something that appeals to every child. <p>Improved Attitudes Towards Health and Fitness</p> <ul style="list-style-type: none"> Embedding physical activity into the school culture to promote long-term healthy lifestyles. <p>Increased Participation in Competitive Sport</p> <ul style="list-style-type: none"> Giving children more opportunities to engage in inter- and intra-school competitions. Promoting and providing opportunities for girls to access competitive sport at least in line with their peers. <p>Expected Impact of Funding Use for Pupils with SEND</p> <ul style="list-style-type: none"> Increased Access to Physical Activity: Adapted resources and tailored sessions allow pupils with SEND to actively participate alongside peers. Improved Confidence and Self-Esteem: Creating success-focused, non-competitive opportunities enables SEND pupils to feel successful and valued in PE. Greater Engagement in School Life: Inclusion in sport and physical activity fosters stronger peer 	<p>Higher Engagement Rates</p> <ul style="list-style-type: none"> More pupils taking part in after-school clubs, daily active minutes, and lunchtime activities. Girls' participation is on par with or exceeding 50% of all participation across the school. Active Tracker shows an increase in participation of those pupils completing their active 60 minutes within the school day. <p>Better Pupil Outcomes</p> <ul style="list-style-type: none"> Improved motor skills, fitness levels, behaviour, and potentially academic performance. Key objectives highlight progress year on year in fundamental skills as well as those within the progression framework. Children are able to identify key athletes for sports and use those as role models to inspire and motivate them for the future. <p>Inclusive Opportunities</p> <ul style="list-style-type: none"> Increase in participation among disadvantaged pupils or those with SEND. Fully implemented stages not ages provision focusing on skills development and wider personal development to bridge gaps to sport for those with SEND. <p>Feedback and Pupil Voice</p> <ul style="list-style-type: none"> Positive feedback from pupils and families about the impact of PE and sport provision. Curriculum is adapted based around pupil voice and feedback to

Expected impact and sustainability will be achieved

relationships and social development.

- **Targeted Skill Development:**

Use of specialist coaches or therapies (e.g. motor skills programs, yoga, or sensory integration activities) enhances physical literacy and coordination.

- **Sustained Participation:**

Development of inclusive resources and trained staff ensures that pupils with SEND continue to benefit beyond the funding period.

drive participation and outcomes.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Increased Participation in Physical Activity</p> <ul style="list-style-type: none"> A significant number of children are now engaging in regular physical activity, with many meeting or exceeding the Chief Medical Officer's recommendation of 60 minutes per day – active class numbers have increased this year. Daily activity routines and structured play have become a consistent part of pupils' lives, contributing to improved overall fitness levels. <p>Broader Experience of Sports and Activities</p> <ul style="list-style-type: none"> Pupils have been introduced to a diverse range of sports and physical activities, leading to increased enjoyment and participation across different interest groups. Children have discovered new interests through exposure to less traditional sports, improving engagement and broadening their skill sets. <p>Improved Attitudes Towards Health and Fitness</p> <ul style="list-style-type: none"> Physical activity is now firmly embedded in the school culture, with pupils demonstrating more positive attitudes towards health, fitness, and active lifestyles – school sport questionnaire shows this. There is a noticeable increase in the number of students choosing to be active during breaks and outside of PE lessons – active class numbers show this. <p>Increased Participation in Competitive Sport</p> <ul style="list-style-type: none"> More children are now regularly taking part in inter- and intra-school competitions, building teamwork, resilience, and confidence. Participation rates among girls in competitive sports have increased 	<p>Increased Participation in Physical Activity</p> <p>Impact: A significant number of children are now engaging in regular physical activity, with many meeting or exceeding the Chief Medical Officer's recommendation of 60 minutes per day.</p> <p>Evidence:</p> <ol style="list-style-type: none"> Pupil surveys show 91% of pupils report being active for at least 60 minutes on most school days. PE registers and lunchtime activity logs indicate a 40% increase in voluntary participation in structured physical activities over the last academic year. <p>Broader Experience of Sports and Activities</p> <p>Impact: Pupils have been introduced to a diverse range of sports and physical activities, leading to increased enjoyment and participation across different interest groups.</p> <p>Evidence</p> <ol style="list-style-type: none"> Expanded PE curriculum maps now include activities such as archery, boccia, dance styles from various cultures, and orienteering. Student feedback forms show 91% of pupils said they enjoyed trying a new sport this year, with 55% expressing interest in continuing it. After-school club attendance records show new clubs and those targeted at new sports are well attended. All clubs at capacity.

Actual impact/sustainability and supporting evidence

<p>significantly, with girls now accessing opportunities on par with their peers.</p>	<p>Improved Attitudes Towards Health and Fitness Impact: Physical activity is now firmly embedded in the school culture, with pupils demonstrating more positive attitudes towards health, fitness, and active lifestyles. Evidence:</p> <ol style="list-style-type: none"> 1. Wellbeing surveys reveal a 32% increase in pupils agreeing with the statement “I enjoy being active and staying fit” compared to last year. 2. Teacher observations confirm more active breaktimes, with pupils choosing to run, use playground markings or play games instead of sedentary activities. 3. Cross-curricular links are now embedded across subjects and observed during learning walks by subject lead.
<p>Impact of Funding Use for Pupils with SEND Increased Access to Physical Activity</p> <ul style="list-style-type: none"> • Pupils with SEND are actively participating in PE sessions thanks to adapted resources and personalised support, ensuring full inclusion alongside their peers. <p>Improved Confidence and Self-Esteem</p> <ul style="list-style-type: none"> • Non-competitive and success-oriented activities have boosted the confidence and self-worth of pupils with SEND, who now view PE as a space where they can succeed. <p>Greater Engagement in School Life</p>	
<ul style="list-style-type: none"> • Engagement in physical activity has helped SEND pupils develop stronger social connections and integrate more fully into the broader school community. <p>Targeted Skill Development</p> <ul style="list-style-type: none"> • Interventions using specialist coaches and targeted programs (such as motor skills development and sensory-based activities) have improved coordination, balance, and physical literacy among pupils with SEND. <p>Sustained Participation</p> <ul style="list-style-type: none"> • Continued use of inclusive equipment and trained staff has ensured long-term participation in physical activity for pupils with SEND, extending the benefits well beyond the initial funding period 	<p>Increased Participation in Competitive Sport Impact: More children are now regularly taking part in inter- and intra-school competitions, building teamwork, resilience, and confidence. Evidence:</p> <ol style="list-style-type: none"> 1. Competition registers show a 45% increase in pupils participating in at least one competitive event compared to the previous year. 2. School Games Mark awarded at Gold level for the fourth consecutive year, recognizing increased volume and variety of competitive opportunities offered. 3. Pupil voice shows greater enthusiasm and confidence, with many citing competitions as highlights of their school year.
	<p>Improved Access for Girls in Competitive Sport Impact: Participation rates among girls in competitive sports have increased significantly, with girls now accessing opportunities on par with their peers.</p>

Actual impact/sustainability and supporting evidence

	<p>Evidence:</p> <ol style="list-style-type: none"> 1. Gender-based participation tracking shows female representation in competitive teams has risen from 32% to 58%. 2. Introduction of girls-only events resulted in full team enrolment and positive feedback. 3. Implementation of girls-only clubs resulted in capacity bookings for all sessions. 4. Focus groups with girls highlight improved confidence and motivation after engaging in sports with supportive peer groups.
	<p>Increased Access to Physical Activity for Pupils with SEND</p> <p>Impact: Pupils with SEND are actively participating in PE sessions thanks to adapted resources and personalized support.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. PE lesson plans and SEND support logs show regular inclusion of visual timetables, simplified instructions, and equipment modifications. 2. Observations confirm SEND pupils are actively engaged alongside peers in both mainstream and tailored sessions. 3. Parental feedback notes improved willingness of SEND pupils to engage in physical activity at home and school.
	<p>Improved Confidence and Self-Esteem in SEND Pupils</p> <p>Impact: Non-competitive and success-oriented activities have boosted the confidence and self-worth of pupils with SEND.</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Pupil case studies document notable increases in engagement and verbal expression during and after PE sessions.

Actual impact/sustainability and supporting evidence

	<ol style="list-style-type: none"> 2. Teacher assessments show improved social interaction and willingness to try new activities during PE and play. 3. Parent-teacher meetings include anecdotal evidence of improved self-image and motivation in SEND pupils following inclusive sport participation.
	<p>Greater Engagement in School Life for SEND Pupils Impact: Engagement in physical activity has helped SEND pupils develop stronger social connections and integrate more fully into the broader school community. Evidence:</p> <ol style="list-style-type: none"> 1. Attendance tracking shows a decrease in absenteeism among targeted SEND pupils following consistent sport inclusion. 2. Peer interaction and playground monitoring indicate improved peer relationships and collaborative play. 3. Involvement in school-wide events (e.g., School Games Day, Sports week) saw near-full participation by SEND pupils.
	<p>Targeted Skill Development for SEND Pupils Impact: Interventions using specialist coaches and targeted programs have improved coordination, balance, and physical literacy among pupils with SEND. Evidence:</p> <ol style="list-style-type: none"> 1. Pre- and post-intervention assessments show measurable improvement in balance, coordination, and motor planning tasks. 2. Specialist coach reports highlight individual progress and increased confidence in targeted pupils. 3. Session attendance logs confirm consistent participation in tailored

Actual impact/sustainability and supporting evidence

interventions such as sensory circuits, motor skills programs, and interventions.

Sustained Participation for SEND Pupils

Impact: Continued use of inclusive equipment and trained staff has ensured long-term participation in physical activity for pupils with SEND.

Evidence:

1. **CPD logs and staff evaluations** confirm training completed by all PE staff in adaptive strategies and inclusion techniques.
2. **Ongoing use of specialist equipment** (e.g., balance aids, soft balls) documented in lesson observations and inventories.
3. **Sustained engagement data** over two or more terms shows high levels of repeated participation by SEND pupils across activities.