

# 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 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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>Staff accessed online CPD on delivering PE and managing large groups in team sports. Confidence improved in delivering gymnastics and games lessons. High uptake of lunchtime and breakfast clubs, including from less active pupils and PP children. Dance club (GLS) was especially popular. School participated in more inter-school events than last year, including football, athletics, and netball. Pupils reported improved confidence and pride in representing school. New footballs, tennis balls, and playtime equipment improved pupil engagement and structured break time play. Equipment was used across PE lessons, clubs, and lunchtime activities. Pro Skills coach supported structured lunchtime games, improving behaviour and increasing physical activity. PE Hub provided detailed lesson plans and assessments. Consistent PE curriculum delivery across the school. Staff appreciated the planning structure and video content. Climbing wall and cave provided unique, high-engagement physical challenges.</p> | <p>Staff post-training evaluations showed a 25% increase in self-rated confidence. PE lesson observations showed clearer structure and progression. Registers show high percentage of KS2 pupils accessed at least one extracurricular offer. Pupil voice feedback highlighted enjoyment and confidence. Competition registers and pupil interviews. 2023/24 saw a significant increase in pupils competing compared to 2022/23. Midday supervisor and teacher feedback reported fewer behaviour incidents during lunch. Pupils used new equipment daily, with playground leaders running games. Staff feedback praised PE Hub resources for ease of use. Fewer lunchtime incidents and increased pupil activity reported. Staff surveys and improved curriculum coverage. Planning scrutiny aligned well with PE progression map. Pupil feedback was overwhelmingly positive. Teachers used the orienteering activities in at least 3 different subjects.</p> | <p>Limited CPD sessions attended due to staff availability and scheduling conflicts. Limited sustained engagement in some Breakfast Club sessions. Missed a few competitions due to lack of transport/staffing. Some items quickly worn out or lost due to lack of proper storage and rotation. Some teachers relied too heavily on pre-planned lessons without adapting to pupil needs. Not all year groups used the platform fully. Orienteering trails needed updating and were underused after initial term.</p> | <p>Access logs on P.E Hub<br/>Attendance dropped mid-year, with some pupils not returning consistently. Records show 3 planned events were cancelled due to logistical issues. Inventory check showed &gt;20% of items missing or damaged by Spring term. Observations found lack of differentiation in some lessons using PE Hub. Usage analytics showed inconsistent log-ins. Only 2 classes used them after Autumn; teachers requested clearer guidance and ongoing damage.</p> |

## Intended actions for 2024/25

| What are your plans for 2024/25?                                                                                                                                                                                            | How are you going to action and achieve these plans?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Intent                                                                                                                                                                                                                      | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>1. INTENT: Raise standards in PE through specialist input and CPD</p> <p>2. INTENT: Increase daily physical activity opportunities</p> <p>3. INTENT: Promote inclusive participation in school sport and competition</p> | <p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Employ a specialist PE coach for one day per week.</li> <li>• Deliver team-teaching with class teachers to improve their subject knowledge and confidence.</li> <li>• Offer whole-staff CPD on inclusive PE strategies and subject leadership.</li> <li>• Develop a progressive PE curriculum with detailed lesson plans and assessment tools.</li> </ul> <p><b>2. Implementation:</b></p> <ul style="list-style-type: none"> <li>• Launch a “Daily Mile” or active break program across the school.</li> <li>• Train a group of Year 5/6 “Sports Leaders” to run structured playground games.</li> <li>• Fund additional equipment to support active playtimes and active learning.</li> </ul> <p><b>3. Implementation:</b></p> <ul style="list-style-type: none"> <li>• Purchase new adaptive PE equipment for pupils with SEND.</li> <li>• Introduce alternative sports clubs (e.g., boccia, yoga, table cricket).</li> <li>• Provide funding for targeted pupils to attend local inclusive sports festivals.</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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>1. Expected Impact:</b></p> <ul style="list-style-type: none"> <li>Higher quality PE teaching across all key stages.</li> <li>Increased staff confidence and consistency in delivery.</li> <li>Sustainable improvements due to staff development.</li> </ul> <p><b>2. Expected Impact:</b></p> <ul style="list-style-type: none"> <li>Increased physical activity levels, especially among less active pupils.</li> <li>Positive changes in pupil behaviour, focus, and fitness.</li> <li>Pupils taking ownership of physical activity opportunities.</li> </ul> <p><b>3. Expected Impact:</b></p> <ul style="list-style-type: none"> <li>Increased participation from pupils with SEND or low confidence in sport.</li> <li>Broader range of sports offered.</li> <li>Pupil feedback shows improved enjoyment and engagement.</li> <li>More pupils will experience competitive sport and transition into community clubs</li> </ul> | <p>Staff voice surveys (pre and post)<br/>Lesson observations and learning walks<br/>PE subject leader notes<br/>Improved pupil outcomes in assessment tasks</p> <p>Pupil activity logs or tracking<br/>Pupil voice surveys<br/>Staff observations (focus on energy, engagement, behaviour)<br/>Photos or videos of sessions</p> <p>Club attendance registers (SEND participation)<br/>Pupil and parent voice<br/>Case studies or individual progress logs<br/>Photographs or feedback from inclusive activities<br/>Competition participation logs<br/>PE noticeboard or newsletters showcasing teams<br/>Pupil voice – confidence and motivation in sport<br/>Feedback from local club coaches or external partners</p> |

## 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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| <p>The school entered more inter-school competitions than previous years, with new opportunities in cross-country and athletics. Participation rose across all KS2 year groups, including pupils who had never competed before.</p> <p>A sustainable competition calendar is now in place, with clear staff responsibilities. Pupils have built confidence in competitive environments, and we have active links with local sports clubs for follow-on pathways. High engagement and excitement from all year groups; improved confidence and resilience.</p> <p>One-off cost; physical benefits and pupil motivation long lasting.</p> <p>Improved curriculum consistency, easy-to-follow planning, and better teacher confidence.</p> <p>External competition participation.</p> <p>Skills gained by staff are long term SGO and competition links are now embedded.</p> <p>Structured playtime has reduced behaviour incidents, increased physical activity at lunchtime and there is targeted support for less active pupils.</p> <p>Could be delivered by existing staff with training in future.</p> <p>Sessions at Breakfast Club have encouraged children to attend school.</p> <p>Increased structure and inclusive play at breaks, more varied P.E lessons and better engagement.</p> <p>Equipment is reusable, training pupils and staff in maintenance will expand its lifespan.</p> | <p>Pupil voice</p> <p>Competition entry forms</p> <p>Photographs</p> <p>Pupil voice, photos/videos, teacher feedback, staff surveys, usage logs, planning scrutiny, CPD registers, lesson observation notes, competition logs.</p> |