

# 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?
<p>Each child receives 2 hours of quality timetabled PE a week.</p> <p>PE SoW supporting teachers to provide lessons where children are observed to be:</p> <ul style="list-style-type: none"> <li>▪ learning the knowledge and skills required and making progress with these;</li> <li>▪ engaged;</li> <li>▪ active;</li> </ul> <p>KPIs:</p> <p>KI1: Increased confidence, knowledge and skills in teaching PE and Sport.</p> <p>KI2: Engagement of all pupils in physical activity</p> <p>KI3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>KI4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Lesson observations</p> <p>Pupil voice</p> <p>Staff voice</p>	<p>Not all of the planned intra-school competitions were attended.</p>	<p>2 planned competitions were not attended due to staff capacity. One had to be cancelled at the last minute.</p> <p>The strain on capacity within the staff team to attend competitions, particularly those which are within school hours, will be greater in the coming year as the staff team has shrunk.</p>

## Review of last year 2024/25

<p>Children had the opportunity to take part in a greater number of intra-school competitions and other events.</p> <ul style="list-style-type: none"> <li>▪ U11 Sports Hall athletics</li> <li>▪ Y3/4 Sports Hall athletics</li> <li>▪ Y3-6 Basketball skills festival</li> <li>▪ KS1 virtual dance festival</li> <li>▪ KS2 virtual dance festival</li> <li>▪ Y3/4 multisport festival</li> <li>▪ Y3/4 Brandon primary games</li> <li>▪ Y5/6 Orienteering</li> </ul> <p>KPIs  <a href="#">KI5: Increased participation in competitive sport</a></p>	<p>8/10 planned events were attended. This is an increase from last year.</p> <p>Feedback from students, staff and parents was positive.</p> <p>The school won 2 events at the Y3/4 sports festival</p> <p>Due to team size, Glade paired with another local school. This partnership was successful, with children and staff valuing the Sportsmanship and Teamwork that it fostered.</p>	<p>The engagement by the sports leaders to run activities and games at lunchtime was inconsistent.</p>	<p>Learning walks showed that planned activities were not always provided, and sports leaders were honest about their engagement during meetings.</p> <p>To combat this in 25/26 we will be raising the profile of sports leaders and engaging them with a wider variety of opportunities in order to maintain focus and consistency.</p>
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## Review of last year 2024/25

Active play has been encouraged at lunchtimes in order to work towards the Chief Medical Officers recommendation that children should undertake 60 minutes of physical activity each day, with 30minutes to be provided in school.

- MDSA's have received external training on delivering active play and working towards 60 active minutes
- Sports leaders have been involved in organising games and activities for pupils at lunchtime
- Assistant teachers have been available to support children with identified needs to engage in purposeful active play.

KPIs

KI2: Engagement of all pupils in physical activity

Lunchtime learning walks evidence strong engagement in physical play and structured activities led by Sports Leaders and MDSAs Children talk about how much they enjoy the activities and games being offered and are proud of the certificates that they receive when there are challenges.

MDSAs can talk about the importance of physical activity and the benefits to children.

MDSA team reported positively Sports Leader activities.

## Review of last year 2024/25

All children (Y1 to Y6) have had the opportunity to take part in 2 subsidised after-school clubs.

KPIs

KI2: Engagement of all pupils in physical activity

KI4: Broader experience of a range of sports and activities offered to all pupils

Analysis of the uptake of the spaces at the after-school clubs shows that they are well attended.

Children attending clubs talk about how much they enjoy the clubs.

Learning walks during after school clubs evidences that children were learning the sport-specific knowledge and skills required, active and engaged in the sports and physical activities provided. Pupil voice was again used in order to match the clubs provided to the children's interests.

## Review of last year 2024/25

Glade achieved Silver School Games mark for the academic year 2024/2025

The PE lead submitted relevant data and evidence to the School Games Coordinator, and Glade was awarded a silver School Games mark.

## Review of last year 2024/25

<p>Active play is encouraged in EYFS. There is a member of staff to support active play outside and the EYFS area has been further developed to support active and sports learning within the continuous provision.</p> <p>KPI:          KI2: Engagement of all pupils in physical activity</p>	<p>Outdoor provision has been observed by the PE lead to be strong and purposeful, with children transferring learning from their PE lessons to their outside provision learning. By supporting the key knowledge and skills of our youngest pupils, we are enabling them to have the foundation to be successful in future PE and sport.</p>		
<p>Younger leader training for 30 Y4 &amp; 5 sports leaders.</p> <p>KI2: Engagement of all pupils in physical activity          KI3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Many Sports leaders spoke positively about the sessions. Positive feedback from the external provider who ran the sports leader training.</p>		

## Review of last year 2024/25

<p>Y6 inter-school competition with Forest to support transition</p>	<p>Children observed to be engaged with both the competition and in networking with children from Forest who will attend the same high school next year.</p> <p>Positive staff feedback about the competition, despite the change of activity due to rain, and how children engaged with it. More opportunities were requested.</p>		
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## Intended actions for 2025/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
KI1: Increased confidence, knowledge and skills in teaching PE and Sport	Continue to support teachers through the provision of a SoW -Get set for PE) £400 Identify CPD requirements through staff surveys and provide relevant CPD opportunities through peer support and mentoring time and/or staff meetings, engaging external providers as required. £1000
KI2: Engagement of all pupils in physical activity	Continue to provide 2 hours of timetabled PE per week. <ul style="list-style-type: none"> <li>Look to incorporate tracking of participation in PE lessons</li> </ul> Continue to provide lunchtime activities and games from Sports Leaders, Assistant teachers and MDSAs. £3000 <ul style="list-style-type: none"> <li>Look to incorporate active challenges within this lunchtime provision, including the daily mile.</li> <li>Look to incorporate tracking of participation in lunchtime activities and games.</li> </ul> Continue to provide subsidised after-school clubs.
KI3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Continue to provide sports leader training and promote the wearing of the sports leader badges. £375 Assess and begin to track active travel to and from school. <ul style="list-style-type: none"> <li>Look to identify how families can be encouraged to travel to school actively more, through going for goals or other initiatives.</li> <li>Provide balanceability (YR) £495 and bikeability (Y5/6) £400</li> </ul>

## Intended actions for 2025/26

<p>KI4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Continue to provide a broad balance of after-school clubs through Premier Education £6660</p> <p>Continue to monitor and review the PE curriculum and after-school club provision to ensure a broad range of sports activities offered to all pupils. £1000 equipment</p> <ul style="list-style-type: none"> <li>▪ Review through the lens of gender, PP, SEND and other interest groups and make changes as appropriate.</li> <li>▪ Capture the voice of parents, as well as pupils and staff.</li> </ul>
<p>KI5: Increased participation in competitive sport</p>	<p>At least maintain the current levels of inter-school competitions (8 per year) through access to the FHSSP £875 (membership) £1500 (to release staff to accompany children)</p> <p>Plan in 3x inter-school competitions with Forest, one in each term, for year 6. Cross-country (FHSSP virtual cross-country tie-in), Rounders, and one other.</p> <p>Plan in opportunities for intra-school competitions in the form of key stage 2 mini-festivals at the end of a unit.</p> <p>Continue to provide 2 sports mornings – EYFS/KS1 and KS2. £245 (rewards and equipment)</p>

## 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?
<p><b>KI1: Increased confidence, knowledge and skills in teaching PE and Sport</b>            Teachers will continue to confidently teach high quality PE lessons. In house expertise will be identified and be able to be shared in order to raise the quality of provision in a sustainable way.</p>	<p>Lesson observations evidence high-quality teaching of PE and Sport Pupil, staff and parent voices evidence high confidence and perception of excellence in PE and sport teaching.            There may be evidence of increased attainment in inter-school competitions.</p>
<p><b>KI2: Engagement of all pupils in physical activity</b>            Children will be encouraged to take part in strenuous physical activity and will be able to talk about their own participation and how it positively impacts them.</p>	<p>Participation in lessons, lunchtime activities and after-school clubs will increase.            Pupil voice will evidence that children can see that these experiences have a positive impact on them.</p>
<p><b>KI3: The profile of PE and sport is raised across the school as a tool for whole school improvement</b>            Sports leaders will have a sense of pride and will be role models that younger children look up to and aspire to be.            Parents and families will begin to understand the importance of an active lifestyle and the small changes that can be made to support this.</p>	<p>Sports leaders will be observed wearing their badges and leading activities.            Pupil, staff and parent voices will evidence that the activities run by sports leaders have a positive impact on the children of the school.            An increase in the number of families travelling to school actively.</p>
<p><b>KI4: Broader experience of a range of sports and activities offered to all pupils</b>            Children will have access to a wide variety of sports, games and physical activities, broadening their cultural capital, enabling them to</p>	<p>Participation in lessons, lunchtime activities and after-school clubs will increase.</p>

## Expected impact and sustainability will be achieved

develop different skills and inspiring them to have a love of physical activity.

### KI5: Increased participation in competitive sport

Children can engage in competitive sport in ways which support their development and increase their confidence.

Pupil voice will evidence that children can see that these experiences have a positive impact on them.

Attend all planned intra- and inter-school competitions.

Pupil voice will evidence that these experiences have had a positive impact on them.

Apply for the School Games mark, and aim to achieve at least silver to at least maintain current achievement.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?