



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?
Activity/Action	Impact	Comments	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport		Late invoices from 2022/23: Coaches for Dance Festival £2110 Coach to Dance Festival £380 Dance Festival entry £200	
Enhance assessment procedures and baseline assessments.	Informal baselines carried out at the start of the units delivered by PSP.	New assessment system to be implemented by school.	
Promote physical activity throughout the school day.	Areas of development identified. PSP membership £1264		
	Use of Playleaders has been successful, supporting LKS2, KS1 and EY daily. Play Leaders supported an interschool Inclusion Event organised by PSP and hosted at CCA. High Vis Jackets £173.23	This is an area that needs to be developed further next year.	
Provide training for lunchtime supervisors.			
Training for active playtime and active classroom activities.	PSP delivered training for lunchtime supervisors; there has been a slight increase/improvement in participation and engagement.		
Participation in PSP Partnership and Network Meetings.			
Competitions and Clubs coordination	Not undertaken.	The range of clubs has worked well across each phase.	

Commented [RD1]:

Review of last year 2023/24

Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Strengthen the delivery of the PE curriculum and provide CPD opportunities in specialised areas of PE.

Promote daily physical activity, well-being, and a structured approach to break times.

Promote active lessons within the classroom to ensure pupils participate in at least 30 minutes of physical activity each day.

Offer a range of extracurricular activities and access to external events for all pupils.

Meeting held in September. Activities shared with staff.

4-5 clubs held per week which have been well attended. PSP events booked have all been attended. Further tournaments have started to be planned via the Trust. Regular communication and support from the Link SSCO who helped facilitate effective coordination and participation

Empower Coaching Autumn £1400

Spring £1250 Summer £600

Overtime for after-school clubs

£1524.65

Taxis and coaches to

competitions/events £785

Hockey coaching kit £179.98

Autumn 2 coaches £950

Summer 1 Boxing £800

Spring 2 coaching £760

Summer 2 coaching £1330

Adults in each class now observe and encouraged to actively participate in PSP sessions (every other half-term) as part of CPD. All staff aware of CPD resources on GetSet4PE website.

Sports equipment £2,047.28

EY: 90% (ELG physical development)

Year 1: 83%

Year 2: 72%

Year 3: 93%

Year 4: 63%

Year 5: 73%

Year 6: 81%

Increase in percentages in each class accessing 'ARE' with the exception of Years 4 and 5.

This needs to be further developed next year as we have seen an increase in the other equipment being utilised.

We have provided after school clubs for athletics, gymnastics, dance, football,

Review of last year 2023/24

Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement

Enhance opportunities for physical activity and wellbeing.

Recognise and reward positive behaviour and role models.

Promote parental engagement and participation.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Promote pupil wellbeing and mindfulness strategies.

Little Bikers (KS1) £272.50

A timetable was set up in the upper phase for Year 5 and Year 6 girls and boys football to encourage the other children to participate in other activities.

This has not been followed through as initially hoped, but will continue to be an area for development.

There have been a range of activities provided in after school clubs across the different age ranges, with an average of 4 clubs per week. 1-2 led by the Forest School Practitioners; 1 led by PSP; and 1-2 led by an ex-pupil.

Numerous competitions and events held, alongside the range of after school clubs has promoted physical activity. Y6 had a residential visit to an outdoor activity centre in November. Links made with Science and physical and mental health, including through the use of a visit

multi-skills, cricket, rounders, boxing and rounders.

A next step is to link PSHE and vocabulary with our PE vocabulary and lessons.

This needs to be further developed next year through the use of identified PE leaders.

Review of last year 2023/24

Expand access to extra-curricular clubs.	from a Paralympian in March who held circuit sessions for each class and delivered an inspiring assembly. KS2 visit to Filey beach in July; range of sports (boules, rounders, football, ultimate frisbee, athletics) played on rotation alongside mindfulness activities.	As Key Indicator 3.	
Forest School to access different Forest Locations to enhance the pupils' learning experiences in the outdoors.	Kingswood contribution £594 Filey coaches £1800 Frisbees £19.17		
Increase participation in inter-school festivals and competitions.	Mainly through PSP, we have started to develop more child-led demonstrations and 'WAGOLLS'. House points continued to be used to recognize success and effort, and an increase in recognition in Celebration Worships on Fridays. Furthermore, we have used the 'Proud Pupil' system to identify children to attend specific events.		
Key indicator 5: Increased participation in competitive sport			
Pupils will continue to access opportunities for physical activities and sporting events outside of school so that pupils experience facilities available outside of the primary setting.	Parents and carers invited to Sports Day in July to promote support, participation and enjoyment. Sports Day medals £134.97	An area for next year could be to further help parents identify local clubs and events for during evenings and weekends, alongside the usual flyers distributed for football 'camps' during the holidays.	
	Fitness and well-being units delivered, including yoga and pilates throughout the school. Active brain breaks used effectively for individuals. Play leaders and well-	23/24 budget £17,670 22/23 carry forward £3425 Total £21095 Total spent/committed £20637.31 Total remaining £457.69	

Review of last year 2023/24

being leaders used effectively to support during break and lunchtimes.

As covered in Key Indicator 2.

Forest School has mainly used the usual school grounds, but Years 4, 5 and 6 have been able to access this year. Year 6 also had Forest School experiences as part of their residential.

We have continued with a similar program to last year, but have attended extra events and festivals such as the Trusts football tournaments and 'This Girl Can'. All events have been (well) attended and in many cases over-subscribed.

Football kit £1659

As mentioned in Key Indicator 2. As a result of one of our after-school clubs, we have seen an increase in the number of children attending the local boxing gym.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Provide training for lunchtime supervisors.	Training for lunchtime supervisors:
Training for active playtime and active classroom activities.	Observation of more structured and active lunchtimes; feedback from supervisors; pupil engagement levels; incident logs showing improved behaviour during breaks.
Participation in PSP Partnership and Network Meetings.	Training for active playtime and classroom activities:
Competitions and Clubs coordination	Increased frequency of active breaks recorded in lesson plans; pupil feedback; teacher self-assessments; classroom observations.
Strengthen the delivery of the PE curriculum and provide CPD opportunities in specialised areas of PE.	Participation in PSP Partnership and Network Meetings
Promote daily physical activity, well-being, and a structured approach to break times.	Implementation of new strategies shared during meetings; meeting notes; improved staff confidence and practice; feedback from PE lead.
Promote active lessons within the classroom to ensure	Competitions and Clubs coordination

Intended actions for 2024/25

pupils participate in at least 30 minutes of physical activity each day.	Increased number of clubs and competitions; participation registers; pupil feedback; reduced over-subscription; photos and reports from events.
Offer a range of extracurricular activities and access to external events for all pupils.	Strengthen PE curriculum and provide CPD Staff confidence surveys; lesson observations; pupil progress data using assessment tools; CPD logs.
Enhance opportunities for physical activity and wellbeing.	Promote daily physical activity and structured break times
Recognise and reward positive behaviour and role models.	Monitoring of active minutes; Play Leader reports; behaviour logs; pupil surveys; visual evidence (photos, displays).
Promote pupil wellbeing and mindfulness strategies.	Promote active lessons in classrooms Lesson plans showing integration of movement; teacher feedback; pupil engagement and focus; classroom observation notes.
Expand access to extra-curricular clubs.	
Forest School to access different Forest Locations to enhance the pupils' learning experiences in the outdoors.	Offer extracurricular activities and external eventsClub

Intended actions for 2024/25

Monitoring and evaluation.

Pupils will continue to access opportunities for physical activities and sporting events outside of school so that pupils experience facilities available outside of the primary setting.

registers; attendance logs; pupil and parent feedback; increased variety of activities offered.

Enhance physical activity and wellbeing
Pupil wellbeing surveys; attendance at wellbeing workshops; feedback from staff and parents; reduced SEMH incidents.

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?
More structured, active lunchtimes; improved behaviour and engagement; sustainable through upskilled staff	Observation logs, supervisor feedback, reduced incidents, pupil engagement surveys
Increased daily activity; embedded culture of movement; sustainable through trained staff and routines	Lesson plans, teacher feedback, pupil activity logs, classroom observations
Improved practice through shared ideas; sustainable through ongoing professional development	Meeting notes, implementation of new strategies, staff reflections
Increased participation and skill development; sustainable through dedicated staff role	Club registers, event logs, pupil feedback, reduced over-subscription
Higher quality PE lessons; confident staff; sustainable through embedded CPD and planning	Staff surveys, lesson observations, pupil progress data, CPD records
	Activity tracking, Play Leader reports, behaviour logs, pupil feedback

Expected impact and sustainability will be achieved

Improved focus, behaviour, and wellbeing; sustainable through routines and leadership roles	Lesson plans, teacher reflections, pupil engagement, observation notes
Increased physical activity across curriculum; sustainable through teacher training and planning	Attendance logs, feedback from pupils/parents, club variety
Broader experiences and increased participation; sustainable through partnerships and planning	Wellbeing surveys, intervention logs, staff and pupil feedback
Improved mental and physical health; sustainable through embedded wellbeing strategies	Behaviour tracking, reward logs, pupil feedback Ambassador logs, pupil feedback, classroom observations
Increased motivation and positive culture; sustainable through consistent reward systems	Club registers, waiting list data, feedback from families Session logs, pupil reflections, staff feedback, photos
Better emotional regulation and resilience; sustainable through ambassador roles and training	Termly reports, data analysis, stakeholder feedback Trip logs, pupil reflections, photos, increased community engagement
More inclusive opportunities; sustainable through staffing and scheduling	

Expected impact and sustainability will be achieved

Enhanced outdoor learning and engagement;
sustainable through partnerships and planning

Continuous improvement; sustainable through regular
review cycles

Broadened horizons and community links; sustainable
through local partnerships

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
See digital report from 24-25	See digital report from 24-25