

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.

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?
Some students participated more in physical activities.	A few students showed more enthusiasm for PE, and some feedback was positive.	Competitive sports opportunities were still limited.	Some students wanted more competitive opportunities, but these were limited.
After-school clubs with Puresport ran regularly.	Some students attended the clubs, and they ran as planned.	Active travel initiatives didn't see much engagement.	Most students still travelled to school by car despite encouragement to walk or cycle.
A small number of inter-school competitions were organised.	A limited number of competitions took place, though participation could have been higher.	Swimming outcomes were below national expectations.	Only 60% of Year 6 pupils could perform safe self-rescue, meaning many are below expectations.
Some staff accessed PE professional development.	A small number of staff felt more confident, but not all accessed training.	Many students disengaged from the Daily Mile over time.	Teachers noted that enthusiasm for the Daily Mile dropped as the year went on.
New sports equipment was purchased.	Some equipment was bought, though not all students have benefited from it.	Peer-led sports activities didn't have much impact.	Older students weren't consistently leading activities, and uptake was low.
The Daily Mile was introduced.	Some students engaged with the Daily Mile, but enthusiasm varied.	External coaching wasn't sustainable long-term.	The school relied on external coaches rather than developing internal expertise.
External coaches were brought in for some sports.	External coaches were used, but only for specific sports.	Many teachers didn't embed physical activity into classroom routines.	Not all teachers engaged with activity breaks, leading to inconsistent implementation.
A student Sports Council was set up.	The Sports Council was established, but its impact was minimal.	Parental engagement in PE initiatives was low.	Parental attendance at PE-related workshops and initiatives was lower than hoped.
A few links with local sports facilities were developed.	A couple of partnerships were made, but they weren't fully utilised.		

<p>Sports Day was held.</p>	<p>Sports Day took place, but overall engagement could be improved.</p>	<p>Swimming provision wasn't introduced early enough.</p> <p>Some sports equipment wasn't well maintained or fully utilised.</p>	<p>Many Year 6 pupils still struggled with swimming confidence, highlighting the need for earlier intervention</p> <p>Some staff noted that equipment wasn't always being used effectively or looked after properly.</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>1. Embedding a High-Quality, Inclusive PE Curriculum & Staff Development Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> Develop the new Level 4 Sports Apprentice to enhance high-quality PE delivery and sustain an active school culture. Provide mentorship and CPD for the Year 1 teacher to ensure strong fundamental movement teaching in KS1. Embed EYFS daily activities led by the sports coach to promote physical development from the start. Use theory lessons and values-focused lessons to reinforce the importance of sportsmanship, resilience, and respect. <p>2. Increasing Participation & Competitive Sport Opportunities Key Indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> Establish a daily after-school club offer, including a mix of child-led, competition-led, and specialist-led activities. Expand intra and inter-school competitions, ensuring SEND inclusion and accessibility. Collaborate with Dudley Sports FC, enabling the school to access high-quality facilities for free. Schools' Football Week celebration featuring physios, referees, and coaches, inspiring young footballers. <p>3. Enhancing Physical Activity During the School Day Key Indicator 1: The engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> Introduce Wake Up Shake Up sessions to energise pupils before learning begins. Implement lunchtime sports activities with structured games, led by the sports apprentice and playground leaders. Provide SEND interventions (SEMH & physical development-focused), ensuring all children can engage in physical activity. 	<p>1. Deploy the Second Level 4 Sports Apprentice</p> <ul style="list-style-type: none"> Lead PE sessions, lunchtime clubs, and intervention groups. Provide 1:1 and small-group support for pupils needing additional movement development. Support EYFS teachers in delivering daily physical activities linked to the EYFS framework. <p>2. Enhance Competitive Sport & Community Links</p> <ul style="list-style-type: none"> Establish a strong intra-school competition calendar with dedicated SEND-inclusive events. Work with Dudley Sports FC to secure high-quality sports facilities at no cost. Organise a Schools' Football Week festival, involving guest referees, physios, and player Q&As. <p>3. Deliver Targeted Sport & Wellbeing Initiatives</p> <ul style="list-style-type: none"> SEND-focused PE sessions, ensuring pupils with physical and emotional needs access appropriate activities. Laser Tag (SH Active) for KS2, promoting active play in a non-traditional sport setting. Wake Up Shake Up & Daily Lunchtime Clubs, increasing structured activity outside of PE lessons.

Intended actions for 2024/25

- Launch **EYFS daily activities**, building movement confidence and improving **gross and fine motor skills**.

4. Inspiring Children through Role Models & Community Links

Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement

- Host a **visit from professional cricketer Adam Finch** to inspire children and develop a love for sport.
- Celebrate **National Sports Week** with visits from **local sports heroes**, community coaches, and professional players.
- Strengthen links with **local clubs, signposting children to external sports pathways**.
- Deliver the **Gift of a Kit initiative**, ensuring every child represents the school with pride in new sportswear.

5. Building a Culture of Values-Driven Physical Activity

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

- Introduce an **SH Active Laser Tag morning** for KS2 to develop **teamwork, strategy, and communication skills**.
- Develop the **Playground Leaders programme**, enabling older pupils to take **leadership roles in promoting active play**.
- Recognise success through **'Star of the Week' and 'Values Champion' certificates**, celebrating **resilience, perseverance, and teamwork**.

4. Inspire Children through Professional Athlete Engagement & Club Signposting

- Partner with the **Worcestershire CCC Foundation** and **Chance to Shine**, embedding **cricket skills and club pathways**.
- Host a **visit from professional cricketer Adam Finch** to inspire aspirations.
- Highlight **local sports heroes**, reinforcing the school's values through role models.

5. Develop a Values-Driven Approach to Sport

- Use **'Star of the Week' and 'Values Champion' awards** to celebrate **perseverance, effort, and teamwork**.
- Deliver a **PE theory session each term**, linking school values to **sports psychology, leadership, and resilience**.
- **Gift of a Kit initiative**, ensuring children feel **pride in their sporting identity**.

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?
<ol style="list-style-type: none"> 1. Staff CPD & Curriculum Development <ul style="list-style-type: none"> ○ Increased staff confidence in delivering PE, particularly in EYFS and KS1. ○ PE teaching improves across all key stages, supported by the sports apprentice. ○ Sustainable in-house expertise, reducing reliance on external coaching. 2. More Children Participating in Physical Activity & Competitive Sport <ul style="list-style-type: none"> ○ Higher engagement in daily after-school clubs. ○ More children involved in intra- and inter-school competitions, including SEND pupils. ○ Increased school spirit and teamwork, celebrated through competitions and awards. 3. Stronger Links Between Physical Activity & Whole-School Values <ul style="list-style-type: none"> ○ Improved focus, resilience, and teamwork in classrooms, linked to sports participation. ○ Children develop a growth mindset, applying sporting lessons to learning and personal development. ○ Leadership skills strengthened through Playground Leaders and intra-school tournaments. 4. Lasting Community & Club Engagement <ul style="list-style-type: none"> ○ More children joining local sports teams, sustaining active lifestyles beyond school. ○ Positive relationships with sports organisations, securing long-term partnerships. ○ New pathways for gifted & talented pupils, with signposting to higher-level sport. 	<ol style="list-style-type: none"> 1. Quantitative Data & Participation Tracking <ul style="list-style-type: none"> ○ Number of children attending after-school clubs (compared to previous years). ○ Competition participation rates, including SEND pupils. ○ Tracking active minutes in EYFS and KS1, ensuring engagement in daily movement. 2. Pupil Voice & Parent Feedback <ul style="list-style-type: none"> ○ Survey responses from students and parents on PE and after-school provision. ○ Focus groups with Playground Leaders to assess the impact of student-led initiatives. 3. Staff Confidence & PE Lesson Observations <ul style="list-style-type: none"> ○ Teacher CPD feedback forms showing increased confidence in delivering PE. ○ Lesson observations and learning walks demonstrating improved teaching quality. 4. External Club & Community Links <ul style="list-style-type: none"> ○ Numbers of children joining local clubs after school signposting. ○ Sustained partnership agreements with Worcestershire CCC, Dudley Sports FC, and local coaches. 5. Celebration & Recognition of Achievements <ul style="list-style-type: none"> ○ Star of the Week and Values Champion awards recorded weekly. ○ National Sports Week & Football Week participation data, showcasing whole-school involvement.

Actual impact/sustainability and supporting evidence

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