

# 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 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><i>Increased active minutes participation in and outside school.</i></p> <p><i>Greater use of active bursts inside the classroom to provide breaks in long periods of sitting.</i></p> <p><i>Lunchtime sessions for PP pupils and those identified as "less active in KS1" to provide opportunities to enjoy active engagement.</i></p> <p><i>Key Stage 1 pupils to develop riding skills, including core strength and by using balance push bikes. Bikability sessions to be completed by Year 5</i></p> | <p><i>Teachers are aware of the needs of all children in class and active bursts are planned into the day for children to avoid long periods of sitting.</i></p> <p><i>Widening the use of top and bottom yard areas has led to increased use of the whole site encouraging children to develop more active play and engage in games together across KS1 and KS1</i></p> <p><i>Level 1 completed by Y3 and Y4 to follow up and deepen skills covered in KS1. Plan in place to roll out level 2 to Y5/6 and maintain succession</i></p> | <p><i>Sports leaders run midday active bursts at the end of dinner time in preparations for the afternoon lessons. Each child plans a short exercise that every child can complete</i></p> <p><i>Targeted CPD for teachers to provide knowledge in delivering inclusive active lessons for all pupils</i></p> | <p><i>Further improvements to timetabling staff and providing internal CPD required to fully upskill both staff and pupil leaders in this area</i></p> <p><i>Soe staff accessed bespoke training focused on curriculum CPD – this still needs to be cascaded to all staff for maximum impact. Brighth futures training supported staff in Inclusion focused PE delivery and The PE hub online CPD continues to support and upskill staff</i></p> <p><i>The use of BACT sports coaching was instrumental in offering further team teaching opportunities to some staff but was limited in it's reach to all due</i></p> |

## Review of last year 2024/25

|  |   |  |                               |
|--|---|--|-------------------------------|
| <p><i>to ensure pupils can ride bikes and learn road safety</i></p> <p><i>Active minutes challenge Children complete up to 100 days of active participation outside of school.</i></p> | <p><i>planning for the progress of skills and continued confidence in biking proficiency</i></p> <p><i>Use Living streets active travel tracker with badges reward scheme indicated a greater number of pupils scooting, cycling, walking or using a park and stride method to arrive at school. Further work to do to profile and embed this across more pupils.</i></p> |  | <p><i>to timetabling.</i></p> |
|--|---|--|-------------------------------|

## Intended actions for 2025/2026

| What are your plans for 2024/25?   | How are you going to action and achieve these plans?   |
|--|--|
| Intent   | Implementation   |
| <p>Increase active minutes participation in and outside school – Living Streets Campaign led by Earth Friends and tracked through the online WOW travel tracker</p> <ul style="list-style-type: none"> <li>• Greater use of active bursts inside the classroom to provide breaks in long periods of sitting.</li> <li>• Sports leaders including staff and children run midday active bursts at the end of dinner time in preparations for the afternoon lessons. Each child plans a short exercise that every child can complete.</li> <li>• Further develop lunchtime sessions for PP pupils and those identified as “less active in KS1” to provide opportunities to enjoy active engagement.</li> <li>• Improving opportunities for participation in interschool festivals and competitions.</li> <li>• Year 5/6 children to complete Bikeability</li> <li>• Encourage children to walk to school to tackle air pollution.</li> <li>• Completion of School Games Active/PE mark</li> <li>• Children access a range of different experiences through residential to The Briars and other planned excursions both local</li> </ul> | <p>Active minutes and active bursts are planned throughout the day to support all children and prevent long periods of sitting down in class. Timetabled daily running sessions.</p> <ul style="list-style-type: none"> <li>• Sport leaders will continue to support the provision of lunchtime clubs and intra- sports events. Sport leaders will be involved in the planning of Sport’s Day and support the running of the KS1 event.</li> <li>• Key staff will plan and track the participation of PP and SEND pupils engagement in lunchtime clubs and afterschool clubs.</li> <li>• Monitor and track the participation of all children in sports events and festivals throughout the year. PE Lead and additional adults will ensure children attend these events.</li> <li>• Year 5/6 children will participate in Bikeability scheme during the summer term.</li> <li>• School continues monitoring and encouraging active travel. We will participate in walk to school week.</li> </ul> <p>Evidence will be gathered to support the completion of the Modeshift Award</p> <p>School will continue to arrange residential trips for Y6 to the Briars</p> <ul style="list-style-type: none"> <li>• Continue monitoring the provision of PE through learning walks</li> </ul> |



## Intended actions for 2025/2026

and further afield.

- After school clubs focused on fitness – Holy Rosary Harriers to continue

- Provision of other sport themed afterschool clubs: football, netball, cricket

Identify new interventions to support all children in school

- Retrain staff in the deployment and delivery of Commando Joe's
- Attend Staffordshire schools Sports Network meetings
- Provide Forest school provision across school

and pupil voice. Gather feedback from children and parents to inform curriculum long term plan.

- Assess and identify children in need of Physical Literacy intervention.

- Monitor and track the active participation in physical play for all pupils.

Monitor the success of the Commando Joe curriculum in through pupil voice and learning walks that show active participation, engagement and further development of the HR Way lived out in pupils. Character Ambassadors lead on constructive team building and resolution through play

Complete risk assessments.

- Continue to track and monitor children accessing afterschool clubs. Provide sessions for most vulnerable.

## 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>By providing the children with this PE curriculum and provision we expect:</p> <ul style="list-style-type: none"> <li>• Improved fitness: Regular activity enhances cardiovascular health, muscular strength, flexibility, and endurance.</li> <li>• Motor skills development: Builds coordination, balance, and fine and gross motor skills.</li> <li>• Reduced stress and anxiety: Physical activity releases endorphins, which can improve mood and reduce symptoms of anxiety or depression.</li> <li>• Improved self-esteem: Mastering skills and being part of a team boosts confidence and body image.</li> <li>• Better emotional regulation: Activity can help children learn to manage frustration, impulsiveness, and emotional ups and downs.</li> <li>• Enhanced concentration: Physical activity increases blood flow to the brain, which can improve attention, memory, and cognitive function.</li> <li>• Better classroom behaviour: Children who are physically active often show better focus and fewer behavioural issues.</li> <li>• Higher academic achievement: Studies link regular exercise with improvements in maths, reading, and overall academic performance.</li> </ul> | <p>We expect to have the following evidence to support these impacts:</p> <ul style="list-style-type: none"> <li>• Tracking of children's participation in sports-based events</li> <li>• Monitoring of pupil outcomes in PE based on Insight results.</li> <li>• Improvement in persistent absences</li> <li>• Increase in pupil outcomes throughout the year in maths and English based on Insight data</li> <li>• Pupil voice identifying the Children's thoughts and feelings for PE.</li> <li>• PASS data to identify children's social and emotional feedback about school.</li> <li>• Staff voice to gauge how much of a positive change in behaviour, resilience, teamwork, positive attitudes, determination and motivation there has been in the children over the year.</li> <li>• Lesson observations to determine the development of pupils across school.</li> </ul> |

## Expected impact and sustainability will be achieved

Teamwork and cooperation: PE fosters communication, collaboration, and empathy through team-based games and challenges.

- Conflict resolution: Children learn to handle winning and losing, and how to solve disputes constructively.
- Sense of belonging: Group activities can build friendships and reduce feelings of isolation.
- Establishes healthy routines: Builds a foundation for lifelong physical activity and health-conscious behaviour.
- Skill acquisition for future participation: Children develop skills that allow them to engage in a variety of sports and activities throughout life.
- Understanding of health and fitness: They gain knowledge of why physical activity is important and how to care for their bodies.



## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen?  | What <b>evidence</b> do you have?  |
|---|--|
| <ul style="list-style-type: none"> <li>• Improvement in pupils core stability and motor skills</li> <li>• Improvement in the children's overall health and fitness. • High academic achievement throughout school for most pupils</li> <li>• Greater collaboration and teamwork developed throughout the year</li> <li>• Children have become more determined and less likely to react badly to losing than at the start of the year.</li> <li>• Improved emotional regulation; pupils are able to manage frustrations and impulsiveness better than at the start of the year.</li> </ul> | <p>KS2 assessment data shows an improvement on previous years data.</p> <ul style="list-style-type: none"> <li>• PE assessment data shows at least 83% of all pupils working at Expected +</li> <li>• PASS data collected</li> <li>• Pupil voice collected</li> <li>• Pupils have been tracked and monitored, ensuring all children have participated in a form of interschool competition or festival</li> <li>• Sports leaders worked together to plan and deliver sports day</li> <li>• Playground leaders have prepared lunchtime activities to support KS1 children.</li> <li>• Circuit Break interventions have been put in place to support the needs of all children.</li> </ul> |