

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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| <ul style="list-style-type: none"> • 5 For 50 Week bought the whole school community together through sport and physical activity • Introducing visiting sporting experiences provided new opportunities to pupils within a safe, accessible environment • Affiliation to Sports Partnership provided good value for money and access to support and opportunities • Rebound therapy provided inclusive sporting experience for pupils most likely to disengage from sporting activity • Whole school focus on outdoor learning increased physical activity levels beyond PE lessons and it's presence on the School Improvement Plan led to measurable impact | <ul style="list-style-type: none"> • Pupil voice • Photos • staff feedback • parent and carer feedback • SIP plan records • Staff appraisal records | <ul style="list-style-type: none"> • Some unequal participation opportunities, particularly for stage 1 pupils • Budget Constraints Limited Equipment Upgrades Not all planned purchases of new sports equipment could be completed • Some pupils shared they did not enjoy playtime due to lack of equipment | <ul style="list-style-type: none"> • Attendance registers showed limited participation in extra curricular opportunities in Stage 1 • Equipment audit • Pupil feedback • Staff feedback |

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 |
| <ul style="list-style-type: none"> To raise the profile of PE and sport across the school, to support whole school improvement and increase the confidence, knowledge and skills of all staff in teaching PE and sporting activities (KI3, KI1) | <ul style="list-style-type: none"> Healthy living has been a whole school priority identified on the school improvement plan. A group of staff have supported the implementation of the action plan All staff have attended INSET training and School Improvement Group work linking to actions within the action plan (KI1) Active Maths CPD provided in Autumn term Staff have incorporated this into their performance management targets. Attended Derbyshire Active Schools Network (DASN) Primary PE Conference with focus of 'Inspiring all young people to be active' Staff working with the school football team have completed online modules with the FA |
| <ul style="list-style-type: none"> To increase the engagement of all pupils in regular physical activity and sport by ensuring broader, more inclusive, and equitable opportunities to participate in a diverse range of physical and sporting activities. (KI2, KI4) | <ul style="list-style-type: none"> Affiliation to Erewash School Sports Partnership (Silver Membership) Providing: <ul style="list-style-type: none"> Bikeability and Learn to Ride sessions Roadshow intra-school event showcasing sport Active maths sessions delivered alongside staff (Autumn Term) Continuation of Outdoor learning School Improvement group to sustain whole school focus on active learning opportunities Review playtime equipment, zoning areas of playground and creating a rota of play equipment to promote active play Planned visits to community sporting facilities (e.g. Erewash Gymnastics club, Rutland Leisure Centre) Continue implementation of Rebound therapy interventions |
| <ul style="list-style-type: none"> To increase opportunities for participation in competitive sport (KI5) | <ul style="list-style-type: none"> Link with local SEND schools to organise interschool fixtures Utilise links with School Sports Partnerships to facilitate intra-school events |

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? |
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| <p>Intended Impact</p> <ul style="list-style-type: none"> • Increased awareness and value of PE and sport across the whole school community. • Improved staff confidence and competence in delivering quality PE and promoting healthy lifestyles. • Enhanced pupil engagement and participation in physical activity and sport. • Stronger links between PE, sport, and academic performance, contributing to overall school improvement. • Improved physical and mental well-being of pupils through a whole-school focus on healthy living. • Alignment of individual staff goals with whole-school priorities, fostering a shared commitment. <p>Sustainability</p> <ul style="list-style-type: none"> • A culture of healthy living is established as a core part of school ethos and daily routines. • Staff ownership of the action plan supports long-term implementation and evolution of initiatives. • Systems and resources developed during implementation are retained and refined annually. • Whole-school engagement creates momentum and shared accountability for sustaining progress. • Data and impact evaluation inform future planning and ensure ongoing relevance to school priorities. | <ul style="list-style-type: none"> • Pupil participation data • PE assessment outcomes • Staff performance management reviews • Pupil voice • Parent and carer feedback • Lesson observation and learning walks • Case Studies • Displays, social media and school website showcasing PE and sport events and pupil achievements • Governor meeting minutes where PE and healthy living initiatives are discussed |

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?

Intended Impact:

- **Increased Engagement & Participation:** All pupils will engage more regularly in physical activity through a wider range of accessible and inclusive opportunities throughout the school day.
- **Improved Physical Literacy and Confidence:** Targeted activities such as Bikeability, Learn to Ride, and Rebound Therapy will help develop fundamental movement skills, coordination, and confidence in pupils who may traditionally disengage from PE and sport.
- **Enhanced Cross-Curricular Learning:** Initiatives like Active Maths and outdoor learning will promote physical activity beyond PE lessons, integrating movement into the wider curriculum and supporting cognitive development.
- **Inclusive & Equitable Provision:** Tailored interventions and varied opportunities will help break down barriers to participation
- **Positive Play Culture:** Structured zoning and equipment rotations during playtimes will increase active play, reduce conflict, and improve social interaction and physical activity levels during unstructured times.

Sustainability:

- **Staff Upskilling & CPD:** Involvement of staff in delivering active sessions (e.g. Active Maths, Outdoor Learning Group) embeds practice and increases capacity for ongoing delivery beyond external providers.
- **Long-Term Partnerships:** Affiliation with Erewash School Sports Partnership ensures continued access to expertise, events, and resources that support sustained delivery of inclusive sport.
- **Infrastructure Improvements:** The review and enhancement of playground zoning and equipment creates a lasting physical environment that promotes active play daily.
- **Community Links:** Visits to local sporting venues foster partnerships that may lead to extended opportunities (e.g. after-school sessions, club links) and greater awareness of local sporting pathways.
- **Intervention Continuity:** Continued implementation of Rebound Therapy provides consistent support for pupils, reinforcing the school's inclusive ethos and building long-term pupil engagement.

- Curriculum and intervention planning
- curriculum mapping showing integration of active learning across subjects.
- Photos/videos
- Pupil voice
- Registers of participation
- Staff feedback
- CPD log
- Lunch time rota
- Planning & Meeting Documentation
- Feedback from community partners

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?

Intended Impact:

- **Increased Participation in Competitive Sport:** More opportunities to engage in competitive sport in a safe, structured, and supportive environment, helping to foster inclusion and raise confidence.
- **Improved Social and Teamwork Skills:** Inter-school fixtures and intra-school competitions promote cooperation, communication, and resilience, benefiting pupils both in and out of sporting contexts.
- **Broader Sporting Experience:** Pupils will be exposed to a wider variety of sports and competitive experiences, helping them identify interests and strengths beyond traditional PE lessons.
- **Raised Aspirations and Motivation:** Representing their school or class can build pride and motivation, particularly among pupils who may otherwise be disengaged or less active.
- **Greater Inclusivity:** Through targeted links with local SEND schools and inclusive intra-school formats, more pupils will be able to access and enjoy meaningful competition.

Sustainability:

- **Establish Partnerships:** Ongoing collaboration with local SEND schools and the School Sports Partnership will ensure that inter- and intra-school competitions become embedded as a regular, sustainable part of the school calendar.
- **Inclusive Competition Framework:** By developing formats that are adaptable and inclusive, such as ability-grouped events or personal challenge competitions, we can ensure competitive opportunities remain accessible to all pupils.
- **Staff Ownership & Leadership:** With staff involved in planning and delivering intra-school events (e.g. class competitions, sports festivals), capacity is built internally, reducing reliance on external providers over time.
- **Student Leadership Development:** Training pupils as sports leaders, officials, or helpers can support the running of events, giving pupils ownership and contributing to a culture of sport and competition across the school.
- **Curriculum Integration:** Linking intra-school competition to PE units or school-wide themes allows competitive sport to remain relevant, purposeful, and embedded within teaching and learning.

- Participation records
- Pupil voice
- Displays, social media and school website showcasing PE and sport events and pupil achievements
- School policy and curriculum links

Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
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| <ul style="list-style-type: none"> • Whole-school awareness of PE and sport has increased, supported by regular updates through displays, social media, and the school website, celebrating pupil participation and achievement. • Staff confidence and competence in delivering high-quality PE has improved, evidenced through lesson observations, staff performance management reviews, and targeted CPD linked to school priorities. • Pupil engagement in physical activity has risen, with participation data and case studies highlighting improved inclusion and enthusiasm across diverse groups. • Health and well-being outcomes have improved, with pupil voice feedback indicating positive impacts on both physical and mental health due to increased opportunities for movement and mindfulness. • Academic performance is increasingly linked to physical activity, with teachers reporting improved focus, behaviour, and resilience, aligning with the school's broader improvement goals. • Sustainable systems and resources (e.g. PE curriculum plans, tracking tools, CPD frameworks) are now embedded and reviewed annually to ensure continued relevance and impact. • Staff ownership of the action plan has encouraged initiative and innovation, helping maintain momentum beyond initial implementation. • A culture of healthy living is now embedded in daily routines, reinforced by visible leadership, regular pupil and parent engagement, and inclusion in governor meeting minutes. • Ongoing evaluation using assessment data, pupil and parent feedback, and lesson walks ensures initiatives are adapted to meet evolving school needs. | <ul style="list-style-type: none"> • School Improvement Plan records • Staff Performance Management Reviews • PE Assessment Outcomes • Pupil Voice • Parent and Carer Feedback • QA records • Case Studies • Displays, social media and school website showcasing PE and sport events and pupil achievements • Governor Meeting Minutes • Staff CPD Records • Curriculum Maps and Planning Documents |

Actual impact/sustainability and supporting evidence

- **Increased Engagement & Participation** Pupils access a wider range of inclusive opportunities throughout the school day (e.g. active breaktimes, enrichment clubs, and active learning opportunities). These opportunities are supported by staff-led delivery and consistent curriculum planning, reducing reliance on external providers. Disney Shooting Stars training promoting engaging Girls in Sport. Increased number of girls have participated in recent sports clubs and interschool football matches
 - **Improved Physical Literacy and Confidence** Targeted interventions like Bikeability, Learn to Ride, and Rebound Therapy have boosted movement skills and confidence, especially in disengaged or less active pupils. Continued funding and inclusion in intervention planning ensures ongoing access for those who benefit most. DASN conference - The conference featured a range of theoretical and practical workshops. With multiple national governing bodies, running practical workshops. Also demonstrations from other schools, with practical best practice ideas to take away to school.
 - **Enhanced Cross-Curricular Learning** Programmes such as Active Maths and outdoor learning have embedded physical activity into the wider curriculum, promoting both academic and physical development. Staff CPD and leadership of these sessions ensure they are embedded and delivered regularly across subjects.
 - **Inclusive & Equitable Provision** A range of tailored and adaptive opportunities have reduced participation barriers and engaged pupils across different needs and backgrounds. Partnership with Erewash School Sports Partnership and internal capacity-building ensures access to inclusive strategies and events continues long-term.
 - **Pupil ownership** Pupil voice has supported the extra curricular offer. This includes lunch time clubs, playground equipment and stations for the sports day carousel
 - **Positive Play Culture** Introduction of zoned playground areas and rotated equipment has increased active play, improved behaviour, and encouraged positive social interactions during unstructured times.
- Evidence.*
- Registers of participation
 - Pupil voice (89% of pupils reported enjoying playtimes)
 - Lunchtime rota
 - Planning documentation & curriculum/intervention plans
 - Curriculum mapping
 - Staff feedback
 - CPD logs
 - Displays, social media and school website showcasing PE and sport events and pupil achievements
 - Community partner feedback

Actual impact/sustainability and supporting evidence

- **Increased Participation in Competitive Sport** Pupils have more opportunities to engage in structured and inclusive competitions—from inter-school fixtures to intra-school events. Established partnerships with local SEND schools and the School Sports Partnership to ensure regular, inclusive competitions are part of the annual calendar.
 - **Improved Social and Teamwork Skills** Pupils demonstrate improved communication, cooperation, and resilience through regular team-based competitive experiences.
 - **Broader Sporting Experience** A wider range of sports and formats (e.g. archery and boccia festivals, axe throwing challenge) exposes pupils to non-traditional sporting experiences, helping them discover new interests.
 - **Raised Aspirations and Motivation** Representing their class or school increases pupil self-esteem and pride, especially for those previously less active or confident. Future Involvement in planning and officiating fosters ownership through student leadership, ensuring pupil-driven motivation.
 - **Greater Inclusivity** Inclusive competition formats, ensure all pupils access meaningful competition experiences.
- Pupil voice and testimonials
 - Parent and carer feedback
 - QA documents
 - Case Studies
 - Adapted competition plans.
 - Displays, social media and school website showcasing PE and sport events and pupil achievements