



# PE Funding



## Evaluation Form



Department  
for Education

Commissioned by  
 association for  
Physical  
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/

**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?
<ul style="list-style-type: none"> <li>- Regular, weekly coaching from NUFC was secured. Children received high-quality sessions that promoted physical literacy and an enthusiasm for sport.</li> <li>- Pupils began to take part in more intra-school competitions and events run by external agencies</li> <li>- A plan was made for swimming so that children in LKS2 will receive a term block of swimming lessons to ensure that most meet their 25 metres.</li> <li>- Similarly, a plan was made to provide children who need more time to complete their 25 metres to attend extra swimings sessions in UKS2</li> </ul>	<ul style="list-style-type: none"> <li>- Accelerated learning and application of knowledge and skills by pupils.</li> <li>- Children became highly enthusiastic to take part in PE sessions with the coaches, regardless of how active they usually are.</li> <li>- Transport to events was subsidised using the premium. Evidence of events taking place on the calendar and through photos on the school website.</li> <li>- Register and swimming notes evidence progress and those who gained extra sessions. A list was made of pupils who require more sessions in 2024/25</li> </ul>	<ul style="list-style-type: none"> <li>- Although children received increased opportunities to take part in competitions both intra and external, this could be further enhanced.</li> <li>- Some children who are less active require further opportunities to become active and inspire enthusiasm for PE.</li> <li>- Teachers require more time/direction to observe coaching in PE to gain CPD opportunities and assess children to gain a better understanding of the national curriculum standards and age-related expectations each child is reaching.</li> <li>- Due to staffing shortages, PE equipment has not been audited, assessed and updated.</li> </ul>	<ul style="list-style-type: none"> <li>- Original PE lead became absent so opportunities for completing sporting events were not as regularly planned for as originally aspired.</li> <li>- Opportunities to promote further physical activity for those who are typically less active was more limited.</li> <li>- Timetables and staffing issues meant teachers did not always gain enough time to observe PE sessions.</li> <li>- PE shed and cupboard are well ordered but require audited so that new equipment can be ordered.</li> </ul>

## Intended actions for 2024/

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. To implement a structured program of intra-school competitions and increase pupil participation at external sporting events.</li> <li>2. To promote, develop and implement opportunities for enhanced physical activity among less active pupils.</li> <li>3. To audit and assess PE equipment to ensure resources are aligned with the delivery of a diverse and inclusive range of sports, while encouraging increased daily physical activity.</li> </ol>	<ul style="list-style-type: none"> <li>- Plan for crew intra-school competitions to take place at the end of each half-term to provide children with regular opportunities to apply their knowledge and skills in a competitive environment.</li> <li>- Attend more sporting events in cooperation with the AIn alliance, NUFC and Places for Leisure.</li> <li>- Utilise trained Year 6 sports leaders to support hosting and set up of sporting events.</li> <li>- Following training, plan for daily opportunities for sports leaders to promote physical literacy at break and lunchtimes.</li> <li>- Each class to complete the daily mile on an afternoon.</li> <li>- Utilise spare NUFC coaching slots to provide extra PE sessions that promote physical literacy for pupils who are less active.</li> <li>- Participate in a wide range of external competitions such as girls football sessions that will enhance enthusiasm for sport and promote health and wellbeing.</li> <li>- Audit the current equipment in both the PE shed and cupboard and fully assess what extra equipment is required.</li> <li>- Plan and buy equipment that will support the delivery of a diverse and inclusive range of sports.</li> </ul>

## Expected impact and sustainability will be

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>Meet the following key indicators (brackets show target link from above)-</p> <p>Key Indicator 1- Increased confidence, knowledge and skills for all staff in teaching PE and sport. (1,2,3)</p> <p>Key Indicator 2- The engagement of all pupils in regular physical activity– the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.(1,2)</p> <p>Key Indicator 3- The profile of PE and sport is raised across the school as a tool for whole-school improvement.(1,2,3)</p> <p>Key indicator 4- Broader experience of a range of sports and activities offered to all pupils.(1,2,3)</p> <p>Key Indicator 5- Increased participation in competitive sport. (1,2)</p> <ol style="list-style-type: none"> <li>1. Implementing a structured program of intra-school competitions will foster increased pupil engagement in physical activity, build confidence within competitive sport/settings and enhanced application of key skills within sports. These competitions will provide pupils with opportunities to experience the excitement of competitive events and develop resilience that will support them in aspiring to attend external competitions. In terms of sustainability, the long term success will be embedded into the curriculum and long term planning. Strong partnerships with NUFC and Places for Leisure will enhance the opportunities for sporting events to take place.</li> <li>2. A range of inclusive opportunities for pupils who are less active to get</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased amount of pupils exercising, an ambition to compete in external competitions. Visibly enhanced enthusiasm and resilience from pupils during intra games e,g children more willing to join in and not upset if they do not win. Data from each intra competition regarding scores and which crew was ranked where.</li> <li>2. Daily mile will be included in staff timetables and curriculum overviews. Less active children will be invited to sporting events that promote enthusiasm for sport and will have opportunities to complete extra coach-led sessions.</li> <li>3. An audit will be completed of both the PE shed and cupboard with a list of the equipment owned. New equipment will be added to the audit. Impact of increased use of equipment that support diverse and inclusive sports evidenced in both PE lessons and outdoor breaks. Sports leaders trained and supporting pupils to use new equipment.</li> </ol>

## Expected impact and sustainability will be

involved in sport by completing activities that promote enthusiasm and a positive experience of movement. Extra sessions will encompass the importance of being healthy and active, scaffolding those who are less active to make healthy choices.

To ensure lasting success, staff will strive to seek opportunities to become more physically active within the school day. For instance, completing daily mile or a movement break. Initiatives will become embedded in the PE curriculum to support this.

3. Auditing and assessment of PE equipment will ensure resources owned align with the PE curriculum. This will enhance the broad and inclusive sporting activities that can be planned and delivered, alongside elevating outdoor equipment at break times to promote getting active.

To maintain impact, PE coordinator will ensure regular audits are completed to ensure resources allow effective delivery of the national curriculum. Feedback from pupils will support and guide future investments,



## Actual impact/sustainability and supporting

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>1. Regular intra-school competitions have been implemented to celebrate the skills pupils develop throughout each PE unit. These events are planned and delivered by coaches and include structured scoring systems and the use of crews to promote teamwork and sportsmanship. This directly supports Key Indicator 5 (increased participation in competitive sport) by providing all pupils with regular opportunities to compete in a familiar, supportive environment. It also contributes to Key Indicator 3 (raising the profile of PE and sport), as pupils now look forward to these end-of-unit competitions, with a noticeable increase in confidence and enthusiasm for taking part. The structured nature of these sessions supports staff and coaches in delivering consistent, high-quality experiences. To ensure sustained impact, the next step is to embed these competitions more securely across all classes, including Key Stage 1 and EYFS, so that every pupil benefits from regular, inclusive competitive opportunities aligned with the PE curriculum.</p> <p>2. The range of inclusive opportunities introduced to engage less active pupils directly supports Key Indicator 2 (engagement of all pupils in regular physical activity) and Key Indicator 4 (broader experience of sports and activities), with elements also contributing to Key Indicator 3 (raising the profile of PE and sport across the school). Initiatives such as targeted girls' football sessions, sensory circuits, and regular movement breaks have offered tailored support for pupils who are less active or have additional needs, promoting enthusiasm and a positive relationship with physical activity. The implementation of the Daily Mile in Key Stage 2 and the promotion of national initiatives such as Bike to School Week have reinforced the importance of embedding activity into the school day. New</p>	<ul style="list-style-type: none"> <li>- Successfully been awarded a gold sports mark which demonstrated that we have made significant progress from last year. Feedback from the school games coordinator indicates that we have made progress in raising the overall profile of sport in school via intra-school competitions and pupil voice. The changes we have made are sustainable as plans are now in place that can continue moving forward.</li> <li>- Intra-school results have been signposted on newsletters and have become well-established within the timetable.</li> <li>- After-school club uptake has increased as a result of pupil voice in key stage 2. Children gave feedback that they wanted tennis, hula-hooping and basketball clubs which were implemented with increased attendance.</li> <li>- Records on google calendar that our specialist coaches have been directed time to run extra sessions for least active pupils such as providing girls football sessions.</li> <li>- Staff have developed their CPD for PE by working alongside coaches, timetabling this year has ensured that teachers are attending their class PE lesson and working with coaches.</li> <li>- Completed curriculum audit in Autumn, evidenced in digital file.</li> <li>- Orders of new equipment made as a result of audits.</li> <li>- Time planned into the end of the year for SSOC and staff to further audit and sort equipment.</li> <li>- Evidence on calendar and within sportsmark of increased attendance at inter-school competitions- this will be a primary focus next academic year.</li> <li>- Photos/videos of sporting events.</li> <li>- Sports day has been adapted as a result of parent feedback, evidence of a letter sent to parents that signposts changes. Increased focus of intra-school competition noted.</li> </ul>



## Actual impact/sustainability and supporting

and engaging experiences like the Hoopstarz hula-hooping day, dance clubs, and gymnastics have broadened pupils' exposure to different forms of movement, encouraging lifelong healthy habits and physical literacy. These actions have not only increased participation but have helped foster a culture of inclusivity and wellbeing. Sustainability is supported by integrating these strategies into the wider PE curriculum and everyday school routines, with staff committed to maintaining active opportunities for all pupils. Staff, governors and the PTA are in discussions about implementing new outdoor equipment to further boost active minutes and quotes are being gathered for outdoor gym equipment and trim trails.

3. The auditing and assessment of PE equipment has contributed to meeting Key Indicator 1 (staff confidence and effective delivery), Key Indicator 2 (pupil engagement in physical activity), and Key Indicator 4 (broader experience of sports and activities). An initial audit identified gaps in provision, leading to the purchase of a full set of tennis rackets and key sports day equipment such as hoops, beanbags, and hurdles. This has ensured that each unit of the PE curriculum can now be taught with appropriate and sufficient resources, enhancing lesson quality and pupil participation. The improved access to equipment also supports more active break times, encouraging children to be physically active throughout the day. To sustain impact, regular audits will continue to be carried out, and pupil feedback will be used to inform future investments, ensuring equipment remains relevant, inclusive, and supportive of a broad and engaging PE curriculum. It is planned that towards the end of the year and start of the next academic year, staff will complete another audit and enhance provision with an order of new equipment.