

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 2024/5
- 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?
- Sports Leaders – Provision of timetabled, organized activities in zones of the playground. - Living Well Week – Provision of range of activities and workshops tailored for all year groups from local sports groups, sports facilities and providers, wellbeing practitioners and healthcare workers.	- Pupil Perception Interviews demonstrated that children enjoyed participating in the different games and activities on offer and liked the new equipment. - Sports Leaders were positive about their experience leading learners across the school and became increasingly active in developing their own games and activities as the year progressed. This is something we are keen to continue this academic year. - Feedback from both pupils and parents was extremely positive, with all confirming that the week had been enjoyable and worthwhile. - Of the 5 core areas promoted: Healthy Diet, Mental and Emotional Wellbeing, Mindfulness, the Importance of Physical Exercise and The Body, all were well covered throughout the 5 days, raising understanding of what it meant to live a healthy, active life across all year groups. 80% of pupils said that they had gone and tried some of the activities again immediately after Living Well Week, suggesting a direct, immediate impact on the children's desire to engage in both physical and mindfulness activities, whilst 60% said they would definitely be taking up new activities post Living Well Week and 40% said they would possibly try some of the activities.	Active travel – Encouraging parents and children to use alternatives to cars.	Whilst take up of Bike Ability was relatively good, and many parents requested it be opened to more children for the following year, the active travel survey suggested that around 30% of relied on cars to bring their children to school. For many of our parents, convenience, distance and time were factors in the use of their cars and these are tricky to address as a school.

Intended actions for 2025/6

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. The engagement of all pupils in regular physical activity and a broader experience of a range of sports and activities offered to all pupils.	• Sports Leaders – Provision of timetabled, organized activities in zones of the playground targeting children identified for intervention through data collected via Moki activity trackers. Pupil Perceptions undertaken to ascertain the sort of activities children enjoy/would like to participate in at lunchtimes pre implementation and then post implementation to determine take up and success rate to feed into future provision. • Bike Ability/Active Travel – Stronger promotion of bike ability this year as a way of safely travelling to school and transitioning to high school. Open to year 5 and 6 to encourage year 5 to cycle/scoot to school with road awareness. Undertake a more detailed parent audit of how children travel to school and why they travel this way. Look into ways of encouraging more active travel e.g. through 'walk to school weeks', provision of more bike/scooter stands and locks, participation and promotion of national schemes such as 'Cycle to School Week'. • Provide a range of clubs from local providers that offer the opportunity to try sports and activities not covered in school – Children will be selected based on socio-economic background, level of engagement in activities outside of school and on PE teacher assessment in terms of attitude and approaches to physical activity in lessons. Year 3 and 4 will be targeted initially to ease transition across key stages in the new school year. • Addition of new markings to the playground following the refurbishment – discuss with Sports Leaders and School Council.

Intended actions for 2025/6

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| <p>2. The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> | <ul style="list-style-type: none"> • Sports Leaders – Providing organised activities at lunchtimes should reduce behavioural incidents as children who find these times difficult will be distributed into different areas of the playground and engaged in managed, structured activities with adults and older children to supervise. • More resources and activities at lunchtimes - Various studies have shown that when you do any type of intense physical activity, it increases blood flow to the brain, firing up your neurones and promoting cell growth. As little as 20 minutes of exercise before studying can improve concentration and focus your learning as well as improve behaviours within school. • ITFC club to continue for children identified as gifted and talented and those with behavioural concerns or poor attendance to encourage improvements. Children selected are from a broad demographic and socio-economic background, often not having access to this sort of activity outside school. |
| <p>3. To increase the confidence, knowledge and skills of all staff in teaching and assessing PE and sport.</p> | <ul style="list-style-type: none"> • PE Co-ordinator and Sports Coach to attend the School Games/Active Suffolk Sports Conference 2026 and any training offered by School Games with regards to Physical Literacy, assessment and learning and feed back to staff. • Complete PE booked for a full day of training – new scheme coverage and assessment, with a specific focus on gymnastics. <p>(see key indicator 1)</p> |
| <p>4. Broader experience of a range of sports and activities offered to all pupils</p> <p>5. Increased participation in competitive sport</p> | <ul style="list-style-type: none"> • A broader range of children will have the opportunity to attend competitions and associated training. • Tailored specific training sessions around competitions held locally. • Attendance at a broader spectrum of competitions across key stages Enter A, B and C teams to extend offer to other children |

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?
1. Children will continue to engage with activities at lunchtimes and demonstrate greater activity throughout the school day. 2. Children will engage in a broader range of activities which will lead to increased enjoyment in physical activity and greater take up of activities within and outside of school. 3. Behaviour will improve at lunchtimes, with a knock on effect in the classroom. 4. Quality of PE Delivery, adaptation and assessment will improve through use of the Complete PE scheme and following the associated training.	• Feedback from Midday Supervisors, SLT and Sports Leaders will demonstrate that there is a greater take up by children across the school. • Data collected from MOKI activity trackers will show increased activity rates for all children. • Pupil Perception interviews will show a positive response to lunchtime provision. • Returned interest slips and attendance registers will demonstrate an increased demand for Multisports clubs. The children returning slips for a place will be more diverse and often will not have shown an interest in clubs before. • Reports in the behaviour book for lunchtime will decrease and where they do occur will be less extreme than previously. There will be fewer instances of behaviour letters and internal/external suspensions being given as a consequence. • Lesson observations and teacher feedback will demonstrate a higher quality of provision delivered with confidence. Assessments will be accurate against a range of targets including co-operation, encouragement, self-motivation, as well as physical skills and knowledge.

Expected impact and sustainability will be achieved

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| <p>5. A broader range of children from across Key Stage 1 and 2 will be participating at a competitive level in sporting activities. There will be a greater diversity in children accessing these events, including those on the SEND register.</p> | <ul style="list-style-type: none">• Team lists for will show that the number of children actively involved in competition has increased from previous years and that they represent a diverse range of ethnicities, socio-economic backgrounds and gender mix.• Competitions entered will represent a broader range of sports to allow selection of different children for the various events, this will include a range of SEND specific events. |
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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. Children engaged with a range of activities at lunchtimes and demonstrated greater activity throughout the school day. 2. Children were engaged in a broader range of activities which led to increased enjoyment in physical activity and greater take up of activities within and outside of school. 3. The quality of PE Delivery, adaptation and assessment improved significantly through the use of the Complete PE scheme and following the associated training.	1. Sports Leaders were effective at engaging children in a range of activities at lunchtimes including both organized games and the use of independent equipment to ensure the offer appealed to a broad spectrum of children. During observations c. 75 % of the children on the playground were engaged in some form of organized activity. This was not necessarily sustained for long periods of time and there were definitely groups (especially the older children) who did not engage unless they were running the activities. Pupil Perception interview indicated that the children enjoyed the activities on offer and particularly enjoyed playing group games with their friends. 2. Pupil perception interviews demonstrated that children enjoyed their lessons and that there was generally a broad spectrum of activities offered over the course of the year. The area where we noticed scope for further improvement was in EYFS where they felt they focused on the same skill a lot and there was not the diversity in approaches that were observed further up the school. Curriculum mapping for the next academic year has taken place to address this. Questionnaires suggested between 60 – 70% of children did some form of activity beyond school, although the numbers in formal clubs was lower (potentially due to cost) Multi-sports clubs were oversubscribed for all year groups and well attended. Activities offered were things not accessed in the curriculum such as archery and dodgeball. Registers showed a wide of children from diverse socio-economic backgrounds and genders were keen to participate. 3. Lesson observations and teacher feedback demonstrated a higher quality of provision delivered with new found confidence. Teachers feedback from the CPD was very positive and had an immediate impact on the structure and

Actual impact/sustainability and supporting evidence

4. A broader range of children from across Key Stage 1 and 2 participated at a competitive level in sporting activities, including those on the SEND register.

delivery of lessons, particularly in terms of lesson timings and the use of apparatus. Discussions during lesson observations showed teachers were using the assessment criteria within the Complete PE planning and were beginning to implement the use of coloured bibs so that the children also knew which areas they were excelling in and why. Target areas identified were co-operation, encouragement, self-motivation, as well as physical skills and knowledge.

4. We attended a significant number of events over the year, including the Panathlon and Climbing, which were both SEND focused.