

# 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 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?
<b>1. Targeted support for SEND and children with emerging fundamental movement skills</b> <ul style="list-style-type: none"> <li>Pre-teach activities were embedded in every lesson, giving targeted children focused support on key skills.</li> <li>A weekly morning club from January improved balance, locomotion and control for identified pupils.</li> </ul> <b>2. Strengthened and progressive PE curriculum</b> <ul style="list-style-type: none"> <li>A refined curriculum ensured clear progression of skills and knowledge across year groups, with regular opportunities for evaluation.</li> </ul>	<b>1. Increased engagement and confidence in targeted pupils</b> <ul style="list-style-type: none"> <li>Teachers noted higher participation and confidence from children receiving pre-teach support.</li> <li>Morning club records and skill observations showed improved fundamental movement skills.</li> </ul> <b>2. Clear evidence of curriculum progression and staff development</b> <ul style="list-style-type: none"> <li>Monitoring showed consistent skill progression, use of vocabulary and effective evaluation.</li> <li>Staff feedback and CPD logs confirmed improved confidence and subject knowledge.</li> </ul>	<b>1. Competitive opportunities were not fully accessible to all pupils</b> <ul style="list-style-type: none"> <li>Although Sports Weeks ensured whole-school participation, not all pupils had the opportunity to represent the school in inter-school competitions.</li> </ul> <b>2. Enrichment opportunities were uneven across the year</b> <ul style="list-style-type: none"> <li>Athlete visits and specialist-led sessions were beneficial but occurred more heavily in certain terms, meaning not all year groups had equal enrichment spread across the year e.g. Warrington Wolves contact sessions were only with UKS2.</li> <li>Some clubs filled quickly, resulting in limited places.</li> </ul>	<b>1. Participation records</b> <ul style="list-style-type: none"> <li>Team lists and competition attendance show that some pupils had fewer opportunities than others to represent the school.</li> <li>Registers for clubs and enrichment sessions show oversubscription and limited spaces.</li> </ul> <b>2. Pupil voice</b> <ul style="list-style-type: none"> <li>Some pupils reported wishing they had more chances to compete or try new sports throughout the year.</li> <li>Younger children expressed that they were not always sure who the Sports Ambassadors were or what their role involved.</li> </ul>

## Review of last year 2023/25

<ul style="list-style-type: none"> <li>• Staff confidence increased through CPD and improved curriculum clarity (Key Indicator 1)</li> </ul> <p><b>3. Raised profile of PE across the school</b></p> <ul style="list-style-type: none"> <li>• Sports Ambassadors supported activities across key stages, promoting PE and contributing to whole-school improvement (Key Indicator 3).</li> <li>• Consistent, high-quality teaching was supported through the sports coach and embedded practices.</li> </ul> <p><b>4. Broader participation and wider opportunities</b></p> <ul style="list-style-type: none"> <li>• A range of clubs (e.g., cheerleading, dodgeball, cross country) offered experiences beyond the curriculum (Key Indicator 4).</li> <li>• Visits from athletes and two Sports Weeks increased competitive participation and pupil motivation (Key Indicator 5).</li> <li>• Parents were given information on external clubs to encourage continued participation.</li> </ul>	<p><b>3. Higher profile and increased engagement in PE</b></p> <ul style="list-style-type: none"> <li>• Sports Ambassador involvement and pupil voice highlighted stronger enthusiasm for PE.</li> <li>• Displays, assemblies and breaktime activities reflected increased visibility of sport.</li> </ul> <p><b>4. Strong participation in wider activities and competitive sport</b></p> <ul style="list-style-type: none"> <li>• Club registers showed good uptake across a variety of sports.</li> <li>• All pupils engaged in two Sports Weeks, applying skills learned throughout the year.</li> </ul>	<p><b>3. Morning fundamental skills club attendance varied</b></p> <ul style="list-style-type: none"> <li>• While beneficial, attendance was inconsistent for some pupils due to transport or lateness, reducing impact for those with the greatest need.</li> </ul> <p><b>4. Leadership roles for Sports Ambassadors still developing</b></p> <ul style="list-style-type: none"> <li>• Sports Ambassadors began raising the profile of PE, but the consistency of their involvement across key stages varied.</li> </ul>	<p><b>3. Monitoring and observations</b></p> <ul style="list-style-type: none"> <li>• Observations showed strong curriculum delivery, but fewer opportunities to apply skills in competitive contexts outside Sports Week.</li> <li>• Enrichment opportunities were highly valued but concentrated, showing uneven distribution.</li> </ul> <p><b>4. Attendance data</b></p> <ul style="list-style-type: none"> <li>• Morning club logs showed inconsistent attendance for targeted children, suggesting the need for additional support or parental engagement.</li> </ul>
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## Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Our PE strategy aims to ensure all pupils develop strong physical skills, healthy habits and a positive attitude towards activity. We will provide a progressive, inclusive curriculum that increases engagement and raises the profile of PE across the school.</p> <p><b>1. Refine curriculum vocabulary</b></p> <p>We will strengthen key PE vocabulary so that targeted terms are introduced and revisited across year groups, supporting progression and pupils' ability to evaluate and discuss performance.</p> <p><b>2. Embed PE in everyday school life</b></p> <p>We will build links between PE and the wider curriculum, for example, connecting dance with poetry and songs, and highlight a relevant sports personality for each unit to broaden aspirations and promote sport-related careers.</p> <p><b>3. Increase competitive sport participation</b></p> <p>We will expand opportunities through inter-form competitions, Sports Week, playtime competitions and academy-wide events in a wider range of sports, including netball, athletics and dodgeball.</p>	<ul style="list-style-type: none"> <li>• <b>Curriculum Vocabulary:</b> PE curriculum revisited by subject leads with consultant support with a focus on vocabulary. Key terms introduced, revisited, and progressed across year groups.</li> <li>• <b>Curriculum Links:</b> Medium term plans are adapted to ensure PE connected to wider curriculum (e.g., dance with poetry, songs).</li> <li>• <b>Sports Role Models:</b> Each unit highlights a sports personality to inspire pupils and promote careers.</li> <li>• <b>Competitive Opportunities:</b> Inter-form competitions, Sports Weeks, playtime competitions, and academy-wide events in multiple sports (netball, athletics, dodgeball).</li> <li>• <b>Targeted Support for Underactive Pupils:</b> Teachers and TAs encourage selected pupils at break/lunch to reach 60 active minutes daily.</li> <li>• <b>Specialist Coaching &amp; Partnerships:</b> Warrington Wolves rugby coaching, cross country, and other cross-school events.</li> </ul>

## Intended actions for 2024/27

### 4. Support underactive pupils

Teachers and TAs will use a targeted list to encourage underactive children to be active at break and lunch, helping them achieve *60 active minutes per day*.

### 5. Strengthen partnerships and provide specialist coaching

We will continue working with external organisations, such as Warrington Wolves, and seek additional opportunities including swimming competitions and cross-school events.



## 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>We expect our PE strategy to lead to measurable improvements in pupils' attainment and confidence in PE, alongside higher levels of daily physical activity. More pupils will engage in school sports and extra-curricular activities, ensuring broader participation and inclusivity. Staff will benefit from ongoing training and CPD, increasing their confidence and expertise in delivering high-quality PE lessons.</p> <p>Sustainability will be supported through a progressive curriculum, embedded daily activity routines, continued partnerships with sports organisations, and the ongoing development of Sports Ambassadors, ensuring the impact is long-term and embedded across the school.</p>	<ul style="list-style-type: none"> <li>• <b>Pupil Attainment Data:</b> Assessment records showing improved fundamental movement skills, confidence and overall PE attainment.</li> <li>• <b>Participation Records:</b> Club registers, competition entries, and Sports Week data demonstrating increased engagement in school sport and extra-curricular activities.</li> <li>• <b>Activity Monitoring:</b> Evidence of targeted underactive pupils increasing their activity levels, including break/lunch observations and participation in daily activity initiatives.</li> <li>• <b>Staff CPD Records:</b> Staff voice and feedback showing increased staff confidence and completion of PE-related CPD.</li> <li>• <b>Pupil Voice &amp; Surveys:</b> Feedback showing increased enjoyment, motivation and awareness of sporting role models and opportunities.</li> <li>• <b>Lesson Observations &amp; Learning Walks:</b> Monitoring demonstrating consistent delivery, effective vocabulary use and progression across the curriculum.</li> <li>• <b>Partnership Evidence:</b> Records from specialist coaching sessions (e.g., Warrington Wolves), inter-school events, and academy-wide competitions.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>An increase in pupils' attainment in PE, an increase in pupils' physical activity levels, an increase in the number of pupils participating in school sport, an increase in the number of pupils participating in extra-curricular activities, an increase in staff completing training and CPD.</p>	<ul style="list-style-type: none"> <li>• <b>Pupil Attainment Data:</b> Assessment records showing improved fundamental movement skills, confidence and overall PE attainment.</li> <li>• <b>Participation Records:</b> Club registers, competition entries, and Sports Week data demonstrating increased engagement in school sport and extra-curricular activities.</li> <li>• <b>Activity Monitoring:</b> Evidence of targeted underactive pupils increasing their activity levels, including break/lunch engagement logs and participation in daily activity initiatives.</li> <li>• <b>Staff CPD Records:</b> Training logs and feedback showing increased staff confidence and completion of PE-related CPD. Staff able to take over from PE coaches and feel confident doing so.</li> <li>• <b>Pupil Voice &amp; Surveys:</b> Feedback showing increased enjoyment, motivation and awareness of sporting role models and opportunities. More children can discuss different types of sports and sports personalities. More links being made with various careers.</li> <li>• <b>Lesson Observations &amp; Learning Walks:</b> Monitoring demonstrating consistent delivery, effective vocabulary use and progression across the curriculum.</li> <li>• <b>Partnership Evidence:</b> Records from specialist coaching sessions (e.g., Warrington Wolves), inter-school events, and academy-wide competitions.</li> <li>• Outcomes in swimming have improved from 82% in the previous year, to 89% this year.</li> </ul>