

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?
Planning & teaching resources that support consistency of teaching across the school.	Learning walks demonstrated that teachers followed the REAL PE overview. Teachers felt that their confidence in teaching PE was enhanced through the REAL PE staff training. Purchase of PE equipment to facilitate the teaching of all Real PE lessons.	The implementation of OPAL to support active play during lunchtimes.	Due to drainage works from Jan 24 – October 24 a large area of the schools' grounds was not safe to use meaning OPAL was not implemented. This will be implemented 24/25.
To engage in more competitive sports with local schools.	Children from Year 2 and Year 4 attended the local JEP Sports event at Upper Shirley High Secondary school and competed in sporting activities against their peers from other schools.		
Implementation of Pedal Power	Pedal Power was delivered to children in Years 5 and 6. This covered the year group which missed out on Pedal Power during Covid. This led to an increase in		

Review of last year 2023/25

	children bringing their bikes to school.		
Sports Day	All children participated in Sports day. Parents were invited to attend and participate with their children, raising the profile of physical education.		
Lunchtime sports support from Team Spirit coaches; with a focus on team games including football and basketball.	Children were engaged in playing team games during lunchtimes which were facilitated by Team Spirit coaches. These were very popular with the children, and they enjoyed playing football, basketball and other team games.		
To improve the gross motor skills, balance and coordination of children in Early Years.	Purchase balance bikes & safety helmets. Decision based on successful trial using loaned pedal bikes with last year's Year R cohort. We have seen an increase of nearly 10% in the number of our year R cohort achieving the early learning goal for physical development. These are also used in Year 1.		

Intended actions for 2024/26

What are your plans for 2024/25? Allocation: £21,390	How are you going to action and achieve these plans?
Intent	Implementation
<p>To improve physical activity at playtimes, providing children with an opportunity to embed some key skills: particularly disciplinary knowledge learnt during invasion games and racket sport PE lessons.</p> <p>Playtime sports equipment: Approximate £2000</p> <p>Playtime OPAL resources: £1521.69</p> <p>Playground markings: Approximate £4500</p> <p>Team Spirit Sports Coach: £2850</p> <p>Lunchtime Supervisors Course: £385</p>	<p>Lunchtime sports support from Team Spirit coaches; with a focus on team games including football and basketball.</p> <p>Complete playground markings to support structured sports opportunities in lessons and playtimes <i>e.g. zones for tennis, basketball, attack and defense zones, football, multisport trails.</i></p> <p>OPAL will be embedded, with resources being accessed by children across the school. The OPAL leader will have time to track the implementation of OPAL, train Play Leaders and monitor resources and activities.</p> <p>Lunchtime Supervisors Course for our TA team to be delivered during the INSET day in Spring 2. The purpose of the training is to model to the team different games they can facilitate with the children.</p>
<p>Additional teaching resources</p> <p>PE equipment: Approximate: £2000</p>	<p>Purchase of equipment or teaching aids to support diverse PE activities and meet the needs of all children.</p>

Intended actions for 2024/27

<p>Now Press Play: £2868.24</p>	<p>Ensuring that equipment is safe, modern, and suitable for a range of activities and age groups.</p> <p>Invest in 'Now Press Play' to enhance the curriculum, creating additional opportunities for children to be active through the wider curriculum.</p>
<p>To improve the quality of teaching and learning in all PE lessons, including ensuring a consistent and progressive and challenging, skills focused curriculum.</p> <p>REAL PE subscription: £834 REAL PE Staff Training: £300 Association for Physical Education: £12</p>	<p>Progressive curriculum with a focus on Fundamental Movement Skills.</p> <p>Review and adjust: Periodically evaluate how well the curriculum is being implemented and the progress of children. Adjust as needed based on data from assessments and feedback.</p> <p>Involve stakeholders: Continue to involve children, teachers, and other key stakeholders in the evaluation process through questionnaires and conversation.</p> <p>Promote motivation: Create a positive, inclusive environment that motivates children to develop their skills and enjoy physical activity.</p> <p>Highlight achievements: Celebrate children's progress and accomplishments, both small and large, to keep children motivated and engaged.</p> <p>Encourage growth mindset: Promote a positive and supportive learning</p>

Intended actions for 2024/28

environment where children feel safe to take risks and grow their skills.

To integrate online resources that support mental health and well-being into daily classroom routines, including activities such as stretching, yoga, and breathing techniques.

Online subscription: £282

Identify Reliable Online Resources: Research and select reputable online platforms, apps, or videos that provide guided sessions for activities like stretching, yoga, and breathing exercises. Ensure these resources are age-appropriate and aligned with the needs of the children.

Develop a Routine: Incorporate these activities into the classroom schedule at regular intervals, such as at the beginning of the day and after lunch. Time will be set aside each day for children to engage in these adult led practices.

Create a Supportive Environment: Set up a calm, welcoming atmosphere conducive to mental wellness. This could include soft lighting, soothing music, or creating a designated quiet area for mindfulness practices.

Encourage Student Participation: Foster an environment where children feel comfortable engaging in activities. Offer gentle reminders and encouragement and ensure that children understand the purpose of these practices is to promote relaxation and focus.

Monitor and Assess: Regularly evaluate the impact of these activities on children's engagement and well-being. Seek feedback from children to

Intended actions for 2024/29

gauge their comfort levels and preferences, adjusting the activities accordingly.

Professional Development for Educators: Provide training for teachers to help them understand the benefits of these practices, as well as guidance on how to effectively implement them in the classroom.

1-1 sports mentoring for pupils with SEMH

Targeted pupils in KS2 who benefit from additional teamwork, resilience, cooperation, teamwork, persistence. Coaching provided by professional sports coach on school sites.

Approximate cost: Team Spirit Coach: £4000

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?
<p>Enhanced teaching standards in PE leading to improved pupil outcomes</p>	<p>Evidence collection methods:</p> <ul style="list-style-type: none"> ● Lesson observations: Document improvements in teaching practices through regular observations, focusing on differentiated instruction, engagement strategies, and skill delivery. ● Pupil feedback: Conduct surveys or interviews to assess children's perceptions of their learning and enjoyment in PE. ● CPD record: Show evidence of staff training and how the new knowledge/skills are applied in lessons.
<p>Long-term cultural shift within the school towards prioritising physical education and activity</p>	<p>Evidence collection methods:</p> <ul style="list-style-type: none"> ● Participation rates: Track the percentage of children participating in PE, extracurricular activities, and enrichment programs over time (against identified number of children). ● Staff feedback: Use surveys to gauge attitudes towards PE and activity within the school. ● Visual evidence: Display photos, videos, or posters showcasing a wide range of PE activities and events, such as Sports Days, PE-focused assemblies, or cross-curricular initiatives.
<p>Increased enjoyment and participation rates among children</p>	<p>Evidence collection methods:</p> <ul style="list-style-type: none"> ● Pupil voice: Use focus group (pupil leaders) to understand what children enjoy and why. ● Attendance logs: Track participation in extracurricular clubs, sports teams, and enrichment sessions.

Expected impact and sustainability will be achieved

Opportunities for children to develop lifelong skills and habits for healthy living

Evidence collection methods:

- **Walk to School Tracker:** Track the number of children who walk to school or park and stride.
- **Cross-curricular links:** Highlight how PE initiatives tie into PSHE lessons on healthy living, mental health, and nutrition.
- **Visual evidence:** Children participating in physical activities, through the implementation of OPAL, during breaktimes. Children also engaging with the sports coach led activities which take place during breaktimes.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Lunchtime sports support from Team Spirit coaches; with a focus on team games including football and basketball.</p> <p>Team Spirit Sports Coach: £2850</p>	<p>Observations of lunchtimes show that children are engaging with the sports activities led by the Team Spirit Coach. During Autumn 2 children from KS2 were able to play coach led football. During Spring 1 children can play adult led ball games including developing their throwing and catching skills and team games, including basketball. This has continued through to the Summer term and was recognised as a positive opportunity during the OFSTED Inspection in June 2025.</p>
<p>Implementation of OPAL</p> <p>Playtime OPAL resources: £1517.52</p> <p>Lunchtime Supervisor Play Leader Course: £385</p>	<p>OPAL is now set up and running at lunchtimes. Children are enjoying the different opportunities they have to be active. They have a variety of equipment to play and learn with. This has meant that more children are active during lunchtime and not sitting around on the playground.</p> <p>The lunchtime Supervisor Play Leader course was delivered to all staff who support the children during playtimes. The staff now have a bank of strategies they can use to engage the children in play. This has led to more children engaging in physical activity during lunchtimes because staff have ideas and strategies to engage them.</p>
<p>To improve the quality of teaching and learning in all PE</p>	<p>As a school we have followed the REAL PE scheme of learning.</p>

Actual impact/sustainability and supporting evidence

lessons, including ensuring consistent and progressive and challenging, skills focused curriculum.

REAL PE subscription: £834

REAL PE Staff Training: £300

PE equipment: £1118.95

PE Association Membership: £12

This has meant we have clear progression from EYFS – Y6 and consistency in learning. In February 2025 all staff who teach PE attended the REAL PE Staff Training session where they were able to further develop their knowledge of how to teach PE effectively. This also included how to support children with specific SEND. As a result of the training, we now have more consistent teaching of PE across the school and teachers report that they are more confident in delivering it.

Additional teaching resources to enhance physical activity across the wider curriculum.

Now Press Play: £2868.24

Silent Disco: £279.60

Now Press Play has had a significant impact on increasing physical movement across the curriculum by embedding active learning into subjects beyond traditional PE. Through immersive audio adventures, pupils are encouraged to move, act, and physically engage with educational content, making learning more dynamic and inclusive. The silent disco meant the children were able to celebrate their achievements by completing a physical activity and not sitting inside watching a film.

To improve physical activity at playtimes, providing children with an opportunity to embed some key skills: particularly disciplinary knowledge learnt during invasion games and racket sport PE lessons.

Playground markings: Approximate cost: £4500

This is going to be looked at for next academic year and will not be allocated funding from the grant which was received for this year.

Actual impact/sustainability and supporting evidence

<p>1-1 sports mentoring for pupils with SEMH: £2,400</p>	<p>Following the recent sports coaching sessions, we've seen a noticeable boost in pupils' confidence, teamwork, and enthusiasm for physical activity. Children have developed key motor skills and shown greater perseverance both on and off the field. Teachers have reported improved focus and behaviour in class, as well as stronger peer relationships.</p>
<p>Mental Health and Well-being</p> <p>Regulation Benches: £936 Good morning Mrs. Foster: Online subscription: £282</p>	<p>Looking after children's mental health and well-being had a positive impact on their ability to engage in physical activity. When children felt emotionally supported and secure, they were more willing to take part in active play and sports. Good mental health helped them build the confidence, motivation, and social skills needed to enjoy and sustain physical activity. By prioritising emotional well-being, schools created a foundation that encouraged healthier, more active lifestyles.</p>
<p>Junior Sports Coaching</p> <p>Junior Sport Coach Training: £480</p>	<p>Training children as sports coaches to lead sporting activities during lunchtimes empowered them with leadership skills and boosted their confidence. It fostered a sense of responsibility and teamwork, enhancing the school's overall sporting culture. The children benefited from increased physical activity and positive role models among their peers. This initiative also helped create a more inclusive and engaging playground environment, promoting well-being and social development.</p>

Actual impact/sustainability and supporting evidence

Forest School

Forest School Resources: £513.22

A forest school promoted physical activity by encouraging children to explore and move freely in natural outdoor settings. It supported holistic development through active play, climbing, building, and nature-based challenges that improved strength, coordination, and stamina. The open environment fostered creativity and engagement, making physical activity enjoyable and meaningful. Regular forest school sessions also helped children develop a lasting appreciation for outdoor exercise and well-being.