

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?
<p>Sports Leader Training Sports Leaders leading activities and promoting PE and school games across the school.</p> <p>Broader experience of sports Giving children different experiences through attending festivals and sports tournaments.</p> <p>Inter school festivals and competitions Year groups organised inter school competitions with Sports week and the summer term.</p>	<p>Sports Leader Training The leaders were confident following the training and were gaining leadership and personal development opportunities. KS1 children were actively participating in physical activities at lunchtimes regularly.</p> <p>Broader experience of sports Children from across the school attended events ran by organisations such as Inspire Together and Soar Valley Family of Schools and the children enjoyed the new sports they experienced.</p> <p>Inter school festivals and competitions The children enjoy the inter school competition element within Sports Week and the Yr 5/6 lunchtime football tournament was popular. The children further developed their social, communication, team work and leadership skills through taking part in festivals and competitions.</p>	<p>CPD for lunchtime staff Lunchtime Energiser training was delivered in the summer term. Feedback and confidence from staff initially were high and they were excited to put their learning into practice.</p>	<p>CPD for lunchtime staff Not seeing all lunchtime supervisors engaging and promoting activities at lunchtimes. This is mostly due to the training happening at the end of the school year so a refresher is needed.</p>

Review of last year 2023/24

<p>PE lessons</p> <p>Continuation of the subscription to the PE Hub to ensure staff have high quality PE planning and resources to support delivering the national curriculum.</p> <p>Partnership Work</p> <p>Working in partnership with Leicester City in the Community and Badminton Coach we have giving children further opportunities for tournaments and opportunities for eco-environment projects.</p>	<p>PE lessons</p> <p>The teachers are continuing to deliver a range of lessons which meet the national curriculum requirements. The children are enjoying having a range of PE including Gymnastics and Dance.</p> <p>Partnership Work</p> <p>Children have the opportunity to join extracurricular club within Badminton and the afterschool club LCFC deliver at our school.</p>		
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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
<ol style="list-style-type: none"> 1) Provide children with leadership roles within PE by appointing Sports Leaders during lunchtimes. This will enable them to develop leadership and organisational skills while encouraging involvement in physical activities. 2) Continue to deliver high-quality PE lessons through the PE hub and support teacher professional development (CPD) to ensure the ongoing delivery of a broad balanced PE curriculum. 3) Collaborate with external organisations to provide children with expert coaching in badminton, alongside opportunities for them to compete in tournaments, thereby raising their skill levels and interest in the sport. 4) Expand children's exposure to a wider variety of sports by attending sports festivals and tournaments organised by Inspire Together and Soar Valley Schools. These give children new experiences and chances to apply their skills in competitive and non-competitive environments. 5) Introduce a range of play equipment for use during playtimes and lunchtimes, promoting 30-60 minutes of physical activity daily. 6) Offer a programme focused on fundamental movement skills, known as the 'Big Moves' programme, to enhance children's physical literacy and foundational skills. 7) Encourage children to engage in active travel (walking or cycling to school) and foster a culture of physical activity both at school and at home. 	<ol style="list-style-type: none"> 1) Appoint and train a group of sports leaders. Create a schedule for the Sports Leader to facilitate the activities. Celebrate success through certificates and badges to acknowledge their contribution and motivate others to apply for the role. 2) The school to have a PE Overview to support Teachers with coverage. Teachers have access to detailed lesson plans and resources to enhance their delivery and ensure consistency and progression across year groups. 3) Liaise with qualified badminton coach to deliver weekly sessions across selected year groups. Children selected by Badminton Coach to attend tournaments against other schools. 4) We will maintain links with Inspire Together and Soar Valley Schools to secure places in a range of sporting events. A calendar of festivals and competitions will be developed at the start of the year, ensuring children - especially those less active - have chances to take part in festivals and events. 5) A variety of playground equipment will be introduced to encourage structured and free play. Midday supervisors will be supported to facilitate active games. Children usage and engagement will be monitored. 6) Deliver the 'Big Moves' programme, focusing on KS2 send and KS1 children. Weekly sessions will be timetabled for a block, and progress will be tracked to ensure improved motor coordination and physical confidence in younger children. 7) We will run initiatives such as 'Walk to School Week,' bike/scooter skills sessions, and family activity challenges. Regular communication through newsletters and school events will promote active lifestyles and reinforce positive habits at home.

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>1) Sports Leaders and Pupil Leadership Increased pupil confidence, leadership and responsibility; more structured and active lunchtimes leading to a culture of peer-led physical activity that motivates and includes all children. Sustainability: Training materials and peer mentoring will allow new Sports Leaders to be trained annually with minimal ongoing cost.</p> <p>2) High-Quality PE and CPD Improved teacher confidence and consistency in delivering a broad and balanced PE curriculum to enhance physical skills, knowledge and enjoyment of PE across the school. Sustainability: Staff CPD will build internal expertise, reducing future reliance on external providers.</p> <p>3) External Coaching & Tournaments Raised skill levels and enthusiasm in sports such as badminton, alongside valuable competitive experiences to broadened sporting opportunities. Sustainability: Links with local coaches and sports organisations will provide long-term enrichment opportunities.</p> <p>4) Participation in Festivals and Events Increased engagement and inclusion in a variety of sports, particularly for children who may not normally participate, SEND and Pupil Premium will develop greater confidence, teamwork and willingness to try new sports. Sustainability: Continued collaboration with local school networks will maintain access to affordable, varied competitions and festivals.</p> <p>5) Play Equipment & Active Playtimes More children engaged in physical activity during breaks, helping meet the 30–60 minutes daily activity target to improve fitness, focus, and wellbeing. Sustainability: Durable equipment and ongoing pupil voice input will ensure longevity and relevance of resources.</p>	<p>1) Sports Leaders: Evidence through pupil voice, Sports Leader reflections, lunchtime observations and increased pupil participation.</p> <p>2) High-Quality PE & CPD: Evidence from lesson observations, teacher feedback, pupil assessments and consistent lesson delivery.</p> <p>3) External Coaching & Tournaments: Evidence includes participation registers, coach and pupil feedback, photos/videos and club take-up.</p> <p>4) Participation in Festivals and Events Evidence from event attendance logs, pupil tracking, feedback and increased sport variety.</p> <p>5) Play Equipment & Active Playtimes: Evidence through observation, pupil voice, playtime engagement and reduced incidents of inactivity.</p> <p>6) 'Big Moves' Programme: Evidence from baseline and post-assessments, teacher observations and motor skill improvements.</p> <p>7) Active Travel: Evidence via travel surveys, tracker tools, initiative participation, parent engagement, and more children walking or cycling.</p>

Expected impact and sustainability will be achieved

6) 'Big Moves' Programme

Improved foundational movement skills and physical readiness in KS1/KS2 identified children leading to greater confidence and success in PE and everyday movement.

Sustainability: Once staff are trained, the programme becomes a sustainable, embedded part of interventions offered.

7) Active Travel

Increased numbers of children walking or cycling to school, improving health and reducing sedentary behaviour. Shifting the mindset towards daily physical activity as a normal and valued part of life.

Sustainability: Parental engagement, pupil leadership, and annual campaigns will reinforce this.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ol style="list-style-type: none"> 1. Sports Leaders and Pupil Leadership <i>Impact:</i> Pupils have shown increased confidence, leadership and a sense of responsibility. Lunchtimes are now more structured and active, with Sports Leaders creating an inclusive, peer-led culture of physical activity. <i>Sustainability:</i> Through the use of training resources and peer mentoring, new leaders can be developed each year at minimal cost, embedding this model into the school's culture. 2. High-Quality PE and CPD <i>Impact:</i> Teachers are more confident and consistent in delivering a broad and balanced PE curriculum. Pupils are more engaged, showing improved physical skills, knowledge and enjoyment of PE lessons. <i>Sustainability:</i> Continued investment in CPD through coaches is developing internal expertise, reducing long-term reliance on external coaches and ensuring quality PE delivery is sustained. 3. External Coaching & Tournaments <i>Impact:</i> Pupils have developed skills in specific sports such as badminton and have benefited from the excitement and learning opportunities of competitive sport. <i>Sustainability:</i> Strong relationships with local coaches and clubs are providing ongoing enrichment and competition opportunities without high recurring costs. 4. Participation in Festivals and Events <i>Impact:</i> Engagement in a wider variety of sports has increased, particularly among less active pupils and SEND. These opportunities have improved confidence, inclusion and teamwork. <i>Sustainability:</i> Established partnerships with local schools ensure continued access to diverse, low-cost events and festivals that promote participation and collaboration. 5. Play Equipment & Active Playtimes <i>Impact:</i> More children are engaging in physical activity during breaks, supporting focus, behaviour and overall wellbeing, while helping to meet daily activity guidelines. 	<ol style="list-style-type: none"> 1. Sports Leaders and Pupil Leadership <ul style="list-style-type: none"> • Pupil voice surveys reflecting increased confidence and enjoyment in leadership roles • Observations of structured lunchtime activities led by Sports Leaders • Attendance registers and rota systems for lunchtime leadership roles 2. High-Quality PE and CPD <ul style="list-style-type: none"> • Teacher feedback showing increased confidence in delivering PE 3. External Coaching & Tournaments <ul style="list-style-type: none"> • Photos and reports from events and coaching sessions • Participation records showing increased numbers involved in extracurricular sport • Pupil feedback highlighting enjoyment and skill development 4. Participation in Festivals and Events <ul style="list-style-type: none"> • Registers of attendance at festivals and inter-school competitions • Pupil voice feedback from participants, particularly those less active or previously disengaged • Certificates, newsletter write ups and outcomes from events 5. Play Equipment & Active Playtimes <ul style="list-style-type: none"> • Observations of increased physical activity during playtimes • School council input on equipment use and satisfaction

Actual impact/sustainability and supporting evidence

Sustainability: Investment in robust, age-appropriate equipment and the use of pupil feedback ensure resources remain relevant, safe, and well-used over time.

6. 'Big Moves' Programme

Impact: Targeted children in KS1 and KS2 are showing significant improvements in core movement skills, boosting their confidence and capability in PE and daily physical activity.

Sustainability: Staff training has enabled the programme to become embedded in the school's wider intervention offer, making it a long-term, low-cost solution.

7. Active Travel

Impact: There has been a noticeable increase in children walking, cycling, or scooting to school, which supports daily activity goals and promotes healthy routines.

Sustainability: Regular campaigns, strong pupil leadership, and parental involvement continue to embed active travel into the school community's mindset.

6. 'Big Moves' Programme

- Baseline and follow-up assessments showing progress in motor skills
- Intervention records and progress tracking for identified pupils
- Staff reflections and feedback on the programme's impact

7. Active Travel

- Travel Tracker records showing an increase in pupils walking, scooting or cycling to school
- Records from walk-to-school weeks and related events