

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 2024/25.
- 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?
Offer enhanced sports coaching provision in Key Stage 1 (doubled previous provision)	All pupils in Key Stage 1 have enhanced access to key skills across a range of sports, which will prepare them for KS2.
Offer whole year group sessions for all pupils in KS1 once per term	Primary teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.
Participation in Infant Sports	Children participated enthusiastically and successfully in competitive sports.
Introduce Forest School for whole school, including purchase equipment for the delivery of Forest School.	Teachers and school staff have attended. All year groups will attend so skills can be built upon year on year. Forest school leader will share planning with teachers. Teachers are able to lead a Forest School session using the shared plans.
Removal of PE equipment is not suitable for infants from the school hall	All equipment is suitable for ages 4-7 years old.

Intended actions for 2025/6

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Broader experience of a range of sports and activities offered to all pupils.</p> <p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Increased participation in competitive sport.</p> <p>Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Offer enhanced sports coaching provision in Key Stage 1 maintain twice weekly sessions with coaches 'team teaching' sport across KS1. Sports coaches support the planning of PE sessions and the assessment of the children's skills and knowledge.</p> <p>Participation in infant sports events externally and with local schools. E.g. Sports mornings and golf experience.</p>

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>Staff are confident teaching PE and sport. Staff will continue to receive support from the sports coaches as to how to effectively assess and teach different abilities within sports lessons. Pupils engagement, behaviour and general skill level will be sustained. The children leaving our school at the end of Year 2 will have retained and extended their sports skills and knowledge.</p> <p>Children participate in sports competitions with other infant schools.</p> <p>Our staff (both teaching and TAs) will be able to deliver Forest School sessions. The woods at our school continue to be used in an effective and purposeful way. A specialist Forest School leader will deepen the staff's knowledge and understanding of how to extend and enhance the children's learning and identify the next steps and opportunities for all children.</p>	<p>CPD in PE will continue to be funded and coaches will continue to support the delivery of high quality lessons and the participation in a wide range of sports and physical activities.</p> <p>This will continue in the next academic year with other year groups participating.</p> <p>We will maintain the provision of Forest School to deepen the children's knowledge and skill set while supporting the teacher's knowledge of Forest School delivery. It is a unique offer provided by our school and one of the children's most memorable experiences when leaving.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Increasing all staff's confidence knowledge and skills in teaching PE and sport. Further evidence of team teaching and staff participation observed this year. Staff have received support from the sports coaches as to how to effectively assess the various skills taught in PE lessons and how to support pupils who have gaps in their skill set. Pupils are clear on the skills needed for different sports and the engagement, behaviour in and general skill level have been sustained. The children leaving our school at the end of Year 2 will have retained and extended their sports skills and knowledge.</p> <p>Year 2 pupils took part in a sports competition with another infant school. This linked well to our own school values of respect and trying our best and pupils were able to transfer these values to a setting beyond our own school.</p> <p>Our staff (both teaching and TAs) understand how the activities planned and delivered throughout Forest School sessions, support the development of skills that can be used across the curriculum. We understand how to use our woods in an effective and purposeful way, whilst maintaining awe and wonder and fun! Our coaches continue to support our delivery of a wide range of sports with specialist experience and knowledge.</p>	<p>Observations by SLT and governors have noted that the provision for PE is good and the use of external coaches to work alongside teachers to develop their skill set, is a good use of sports premium funding. Planning is ambitious and also flexible enough to address any gaps in the children's skills or understanding. Coaches can support the adaptation of lessons to meet the needs of a wide range of children because of their experience. (See governor reports 2024-2025)</p> <p>All Y2 pupils participated in the sports morning and pupil feedback and staff observations were extremely positive. The competitive element of winning the coveted trophy is carefully introduced and managed via team participation and highly engaging activities.</p> <p>Governors and SLT have observed Forest School sessions in action and all children are engaged and participate, regardless of ability or additional needs. Our Forest School Lead's enthusiasm for their subject is infectious - staff and pupils regard it as a highlight of the school year. Teachers have led Forest School sessions using the plans and activities demonstrated by our Forest Lead.</p>