

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



## 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 2024-2025

**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?
<ol style="list-style-type: none"> <li>Staff increased their knowledge of teaching PE.</li> <li>Children have increased their participation of physical activity in lessons eg. active maths and Dough Disco</li> <li>The profile of PE has raised with the support of our SSCO, e.g. through assemblies.</li> <li>Broader experience of a range of activities has increased due to</li> </ol>	<p>Informal staff survey, pupil voice</p> <p>Pupil voice, timetabled sessions, improvements made with children's fine motor skills in foundation</p> <p>Pupil voice, play leaders, sports leaders and KS1 play buddies, informal discussions</p> <p>Curriculum progression map, competition tracker</p>	<ol style="list-style-type: none"> <li>Inter competition participation could have been increased further.</li> <li>No written evidence of pupils' progress in PE.</li> <li>Pupils' engagement in play leading after a few months.</li> </ol>	<p>The number of external competitions attended by a small number of staff – with some competitions not attended due to these issues.</p> <p>Sessions were missed and lunch time activities were impacted.</p>

## Review of last year 2024-2025

the varying amount of PE contexts within the curriculum and sports on offer.

## Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Rebuild the school's level of participation in sports competitions and festivals.</p>	<p>Plan the school sporting year with support from the School Games Organiser; plan the calendar, curriculum and clubs to train for competitions; organise transport and staffing; liaise with other schools.</p> <p>Aim to provide multiple opportunities for various sporting competitions throughout the year.</p> <p>Children gain experience of meeting peers; staff understand how competitions are set up and run; children learn resilience, gamesmanship</p>
<p>Run extra-curricular clubs that link to competitions to help prepare pupils for the events.</p>	<p>Children to be offered a wide range of engaging and educational PE and sport experiences that motivate them and encourage them to be active for life.</p>

## Intended actions for 2025/26

Use pupil voice questionnaires as a tracking tool to find out which children are not physically active and use this as a starting point for finding out which activities children would like to do, what times suit our children.

Ensure that all children have the opportunity to participate in outdoor and adventurous activities off-site.

The use of floor books to evidence the delivery of PE as a way of tracking progress and coverage.

Personalised timetables with brain breaks and building more opportunities for physical activity to help children enjoy the physical aspects of school.

Encourage these targeted children to attend the after-school clubs that are on offer.

By transporting children when necessary to ensure they can attend activities off site. This enables these activities to become more accessible to pupils who otherwise would not be able to attend.

All classes have a floor book to document activities in PE throughout the year.

## 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>Children attending Hopton Primary will increase the amount of inter competitive participation.</p> <p>Highlighting targeted children will help us to ensure that they take part in at least one additional physical activity.</p> <p>Most children in UKS2 will participate in at least one outdoor adventurous activity off site as part of the organised residential trips.</p>	<p>Participation numbers of inter competitions will increase and be evident on a personal development tracker.</p> <p>Using the pupil voice tracker evidence will detail the participation and the type / time of participation carried out.</p> <p>Tracker identifies the opportunities off site that children have engaged with.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>A significant impact associated with teacher confidence due to the support of external coaches. All teachers are teaching PE. A wide range of PE areas are being taught by following a progressive and spiral curriculum that allows teachers and children to develop confidence.</p> <p>Competitive sports have increased for all children with the introduction of inter sports competitions allowing children to compete using the introduction of 'house teams' embedding previously taught skills in a format in which competition is encouraged</p> <p>A range of sports have been accessed by an increasing number of children by utilising the new curriculum alongside a greater repertoire of extra-curricular sporting clubs and opportunities during lunchtimes by targeting specific children</p>	<p>Informal staff survey / discussions PE support through our SSCO Monitoring calendar including floor book scrutiny and lesson observations</p> <p>Pupil voice</p> <p>Personal development tracker Pupil voice</p>