PE Funding Evaluation Form







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Commissioned by

Department for Education

Created by

association for Physical Education

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.

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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?
• Children were highly engaged in PE lessons and enjoyed a wide variety of activities. • Attendance at after-school sports clubs increased, particularly in KS2. • Forest School provision had a strong impact on confidence, teamwork, and outdoor physical activity. • Pupils represented the school in several inter-school events, demonstrating	Club registers showed consistent weekly participation from a high proportion of KS2 children. Pupil voice indicated high enjoyment of PE, skipping, and Forest School, with many reporting improved fitness. Observations and informal drop-ins showed stronger lesson structure and progression across year groups.	Indoor space limitations restricted PE delivery during poor weather, leading to occasional missed sessions. A small number of less active pupils continued to be reluctant to join clubs or active breaktime sessions. Limited staff availability meant fewer extra-curricular sports clubs could run than originally planned Transport and timing	Timetable logs showed lessons that had to be adapted or cancelled due to lack of indoor PE space. Club registers identified a group of children who did not participate in any extra-curricular activity. Staffing rotas indicated limited capacity to run additional clubs across the year. Competition invitations were declined due to

Review of last year 2023/24

resilience and sportsmanship. • Staff confidence in delivering PE improved through the structured scheme and shared planning. • Skipping and active breaktimes became a regular feature, increasing daily physical activity.	Competition photos, participation lists, and feedback from event organisers highlighted improved representation. Staff feedback reflected increased confidence in teaching skills-based lessons using the scheme. Playtime observations showed more children engaged in movement-based activities.	challenges reduced the number of inter-school competitions the school could attend. Some PE equipment needed updating, which affected the range of activities delivered.	scheduling or transport barriers. Staff noted in planning meetings that certain pieces of equipment were worn or insufficient for group use.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Key Indicator 1: The engagement of all pupils in regular physical activity **Intent:** • To increase the overall physical activity levels of all children and promote a love of being active, contributing to improved physical and mental well-being.	• **Skip to be Fit Ropes:** A skipping initiative to promote daily physical activity. All children will participate in skipping sessions, with equipment provided for use during break times. New ropes required to continue this legacy project. Approx £300 • **Forest Schools for Identified Children:** Weekly outdoor activity sessions for targeted children to engage in physical activities in a natural environment, promoting movement and well-being. Approx £3000 • **Resources** - New PE resources required to ensure all children have the correct equipment. Approx £1000
Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement **Intent:** • To use PE and sport to enhance pupils' engagement, teamwork, and confidence, supporting wider school improvement goals.	• **Amber Valley School Sports Partnership After School Club:** A professional-led club to develop skills in teamwork, resilience, and collaboration, enhancing the school's ethos of aspiration and effort. • **Bags of Character –** After School clubs to enhance engagement. Approx £800

Intended actions for 2024/25

	• Celebrate achievements in assemblies and newsletters to raise the profile of PE and promote role models. • Regular updates on Class Dojo and newsletters to highlight PE initiatives and success stories. • Regular attendance at local competitions and sport festivals.
Key Indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport **Intent:** • To ensure high-quality PE lessons are delivered consistently across the school by improving staff confidence and expertise.	• Membership in the **Amber Valley School Sports Sports Partnership:** Provides access to training, resources, and specialist coaching for staff, enabling them to deliver high-quality PE sessions. Approx £1000 • Peer observations and feedback cycles to enhance teaching practices. • New whole school PE Scheme – Get Set PE Approx £1000 • **Springwood Leisure Centre** - Use of Springwood Leisure Centre Spring 1 as the school does not have any indoor PE facilities – this includes room hire and bus. Approx £3000
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils **Intent:** • To provide opportunities for pupils to experience a wide	• **Bikeability for Year 5 and 6:** A cycling proficiency program to teach road safety and cycling skills, fostering confidence in a lifelong physical activity. As part of

Intended actions for 2024/25

variety of sports and activities, encouraging them to find an activity they enjoy and can pursue outside of school. **Key Indicator 5: Increased participation in competitive sport**	Schools Sports Partnership • **Springwood Leisure Centre Spring term 1:** Offer exposure to new sports and games through coach delivered sessions Approx £1000 • Additional activities introduced through the Local Sports Partnership, including multi-sport festivals and workshops. • **Forest Schools:** Introduce alternative outdoor activities like shelter-building, natural obstacle courses, and team games. • **Hathersage Residential Year 5/6–** Hire of private outdoor swimming pool. Approx £350 • **Lea Green Residential Year 3/4 –** Use of Hire Ropes activity station to provide children with wider opportunities for physical activities. Approx £700 • **Summer Active Life Style Week –** Opportunity for children to take part in new physical activity. Approx £1000 • **Whole School Sports Day –** Resources to be purchased including outdoor speaker and microphone for event days including intra-school competitions Approx £500

Intended actions for 2024/25

Intent: • To create opportunities for pupils to participate in competitive sport, developing resilience, sportsmanship, and teamwork skills.	• Membership in the **Local Sports Partnership:** Enables access to inter-school competitions and tournaments across a range of sports. • Regular in-school competitions, such as house tournaments, to encourage internal participation. • Celebrate participation and achievements in competitions during assemblies and on the school's communication platforms. Total Planned £13650

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?
Intended Impact: • Improved physical and mental well-being of pupils through increased engagement in physical activities. • Greater confidence, resilience, and teamwork skills developed through participation in a wide range of sports and activities. • Enhanced teaching quality due to improved staff confidence and knowledge, resulting in consistently high-quality PE lessons through the use of a new cardio-rich PE scheme. • Broader experiences for pupils, enabling them to explore and enjoy a variety of physical activities and sports. • Increased participation in competitive sports, fostering a sense of achievement and community. Sustainability: • Continued investment in staff training and development to ensure high-quality teaching. • Maintenance of partnerships with external organizations like the Local Sports Partnership and Forest Schools.	• Participation data for clubs, competitions, and activities to track engagement. • Pupil voice feedback to assess enjoyment and perceived benefits of initiatives. • Staff surveys to evaluate the effectiveness of CPD and confidence in teaching PE. • Achievement logs from competitions, showcasing progress and success. • Photographs, videos, and Class Dojo updates to document activities and highlight pupil achievements. • Yearly reports on progress against the 5 key indicators, shared with governors and stakeholders.

Expected impact and sustainability will be achieved

• Further embedding legacy initiatives like Skip to be Fit and Forest Schools into the school culture. • Regular evaluation of the program's effectiveness to adapt and ensure lasting impact.	

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
Children are now more active during break and lunchtimes, with skipping, running games, and structured activities becoming part of daily routines. Increased stamina, coordination, and confidence in PE lessons, seen especially in core skills such as throwing, catching, movement, and teamwork. A higher number of children are regularly attending after-school sports clubs, including some who had been previously reluctant. The use of a consistent PE scheme has improved lesson structure and progression across the school, supporting long-term staff confidence. Equipment purchased last year continues to be used effectively and has widened the variety of activities teachers can deliver.	Observations at playtime and lunchtime show high levels of physical activity, with children choosing skipping, running, and active games independently. PE lesson monitoring and informal drop-ins show improved quality of delivery and higher engagement. Club registers demonstrate increased and sustained attendance across the year. Pupil voice surveys indicate that children feel fitter, more confident, and enjoy PE more. Staff feedback confirms that the PE scheme has supported clearer planning, progression, and assessment. Photos, participation lists, and event feedback from competitions document increased involvement and representation

Actual impact/sustainability and supporting evidence

Children have shown improved resilience, cooperation, and sportsmanship through participation in inter-school and intra-school competitions. Active play is becoming embedded as part of the Morley culture, supporting the long-term sustainability of daily physical activity without ongoing additional cost.	Equipment audit records show resources bought last year continue to be used frequently and effectively.