

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>Student assessing two hours of Physical Education per week across all year groups consistently</p> <p>Further implementation/ development of expanded PE curriculum, adding further detail to lessons including scaffolding and lesson adaptations</p> <p>Implementation of year 6 swimming assessment as part of extended provision</p> <p>Development of an Enrichment Club over the school year</p>	<p>Improved Physical Literacy across all year groups shown by lesson observations</p> <p>Staff confidence increased in terms of lesson delivery in expanded curriculum - surveys during weekly meetings</p> <p>Improved swimming data as pupils have been assessed at the correct time</p> <p>Increased pupil participation and demand over the year</p>	<p>Using funding to support CPD for all staff including PE team</p> <p>Pupil voice/pupil feedback on the PE curriculum as a whole to gauge the impact</p> <p>Increased in organised activities at lunch times for pupils</p>	<p>Staff observations, bookings</p> <p>Pupil voice data</p> <p>Pupil feedback and staff reflections</p>

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Increase Continuing Professional Development (CPD) opportunities for PE team teachers by scheduling dedicated sessions focused on targeted areas, with the aim of enhancing staff confidence and competence in PE delivery.</p> <p>Enhance overall staff knowledge of health and fitness principles to enable the implementation of structured lunchtime sessions specifically designed to improve pupils' cardiovascular fitness.</p> <p>Improve lunchtime staff CPD to facilitate the introduction of a broader range of physical activities, thereby enriching the variety and engagement of physical activity opportunities available to pupils during lunch breaks.</p> <p>Expand enrichment sessions aimed at targeted groups of less-active pupils to raise their confidence and motivation, encouraging sustained participation in physical activity.</p> <p>Upgrade and increase the availability of equipment for use during lessons and extra-curricular activities, ensuring pupils have access to appropriate resources that support skill development and engagement.</p> <p>Broaden the number and scope of intra- and inter-school sports events hosted at Bourton Meadow and the Campfire Trust, promoting increased participation and competitive opportunities for pupils.</p>	<p>Develop and implement a structured CPD calendar with targeted sessions for PE staff and teaching assistants, aimed at increasing confidence and competence in delivering a diverse range of physical activities, including fitness circuits and fun runs.</p> <p>Design detailed, engaging lesson plans and resource packs to ensure consistent delivery of new fitness-focused sessions, emphasizing enjoyment alongside cardiovascular health.</p> <p>Use pupil data analysis to identify those who would benefit from targeted support and tailor staff provision and resources accordingly, ensuring efficient allocation of funding.</p> <p>Conduct a comprehensive review of existing equipment to identify replacements and new resources needed to support both curriculum and extracurricular physical activities.</p> <p>Allocate dedicated time and staffing for the PE lead to organise and manage intra- and inter-school sports events, ensuring thorough planning, risk assessment, and smooth execution.</p> <p>Establish collaborative communication channels with staff, pupils, and parents to promote new physical activity initiatives and encourage widespread participation.</p>

Intended actions for 2024/26

	<p>Implement monitoring and evaluation systems—including pupil feedback, participation tracking, and lesson observations—to measure the impact of new sessions and guide ongoing improvements.</p> <p>Partner with external sports providers and local organisations to broaden the variety and quality of physical activities available during lunch and after school.</p>
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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>Key Indicator 3 – Increased Confidence and Competence in PE Delivery Through CPD</p> <p>There has been a notable increase in staff confidence in the delivery of Physical Education, resulting in improved quality of PE sessions across the school. Ongoing Continuing Professional Development (CPD) enables staff to evaluate and effectively implement new resources, thereby enhancing pupil engagement and learning outcomes in PE.</p> <p>Key Indicator 2 – Increasing Engagement of All Pupils in Regular Physical Activity</p> <p>The school aims to enhance provision during lunchtimes and introduce a wider variety of sport-based after-school clubs. These initiatives are designed to increase opportunities for all pupils to engage in regular physical activity, supporting both physical well-being and broader school participation.</p> <p>Less active pupils have shown increased motivation to engage in physical activity, leading to improved confidence, well-being, and overall happiness within the school environment.</p>	<p>Quality assurance activities are conducted regularly to monitor and evaluate the effectiveness of Physical Education delivery. These exercises incorporate comprehensive staff feedback and pupil voice, providing valuable insights that inform ongoing improvements. By actively engaging both educators and learners in the evaluation process, the school ensures that PE sessions are responsive to the needs of pupils and maintain high standards of quality and engagement.</p> <p>Feedback gathered from pupil and staff surveys indicates that an increasing number of pupils are meeting the recommended daily activity target of 60 minutes per day. A comprehensive review is conducted by the PE Lead, incorporating both staff and pupil voice. Lunchtime participation data is actively collected to monitor engagement levels. To further encourage and recognise consistent participation, a rewards system will be implemented, with achievements celebrated during school assemblies.</p>

Expected impact and sustainability will be achieved

Key Indicator 5 – Increasing Participation in Competitive Sport

There has been a marked increase in pupil participation in both intra- and inter-school sports competitions. The promotion of competitive sport is effectively implemented and positively received by the entire cohort. Participating pupils demonstrate confidence and competency, underpinned by prior learning and skill development in the relevant sporting areas.

Registers will be maintained to record pupil participation in targeted sessions. This will enable the school to calculate percentage-based engagement across all pupils and to monitor data specifically related to targeted groups, including those involved in enrichment activities and less active pupils.

Supporting Evidence and Communication

Data from events—including photographs, newsletters, and competition results—are collected and compiled. This information is used to celebrate achievements and is shared with parents and the wider school community through appropriate school communication channels.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Increased development and implementation of enrichment clubs aimed at enhancing opportunities for pupils eligible for Pupil Premium funding.</p> <p>To enhance swimming provision by introducing additional top-up sessions for Year 4 pupils and supplementary assessment lessons for Year 6</p> <p>Staff training delivered through Continuing Professional Development (CPD) focused on effective lesson structure and event management.</p> <p>Allocated preparation time for school events such as the Colour Run, Girls' Rugby, May Day, Sports Day, after-school activities, and Health and Wellbeing Week.</p> <p>To design and implement a broader range of after-school clubs, increasing accessibility for more pupils within the cohort. This includes both popular sports and a wider selection of niche activities to encourage engagement among less active or hard-to-reach pupils.</p>	<p>Sport Premium funding has been used to embed a robust quality assurance process for PE provision across the school.</p> <p>Regular monitoring and evaluation activities are conducted to assess the effectiveness and impact of funded initiatives. These include structured observations, learning walks, and feedback sessions with both pupils and staff.</p> <p>Surveys are used to gather insights on engagement levels and the success of the school's approach to ensuring all pupils participate in at least 60 minutes of physical activity daily.</p> <p>Attendance registers for after-school clubs are reviewed regularly to monitor uptake and ensure the breadth of opportunities continues to grow across the 2024–25 academic year.</p> <p>Pupil feedback informs the development of new clubs, particularly in response to interest in a wider range of inclusive and less traditional sports.</p> <p>Staff who have accessed CPD funded by the Sport Premium report increased confidence and improved delivery of high-quality PE lessons, supporting the long-term sustainability of improved provision.</p>

Martyn Kitson (Chair of Governors)

July 2025

M. J. Kitson