

# 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>Increase active minutes participation in and outside school.</p> <p>Improving opportunities for participation in interschool festivals and competitions.</p> <p>Continue lunchtime sessions for PP pupils and those identified as "less active in KS1" to provide opportunities to enjoy active engagement.</p> <p>Evolve CPD – specialist risk assessment training for external sports trips.</p> | <p>We have implemented Physical literacy interventions, circuit breaks and continued to ensure that all children are given access to a range of sporting opportunities and festivals.</p> <p>Lunchtime sessions for our most vulnerable children are still ongoing and we have introduced Park Club, which is a weekly fitness club which allows our most vulnerable the opportunity to use gym equipment in the park and boost their physical fitness.</p> <p>Level 5 sports coach has accessed the CPD based on this and ensure Evolve risk assessments are complete before sports trips off site.</p> | <p>Targeted CPD for teachers to provide knowledge in delivering inclusive active lessons for all pupils.</p> <p>Active minutes challenge<br/>Children complete up to 100 days of active participation outside of school.<br/>Prizes and certificates will be awarded for 50, 75 and 100 days of completion.</p> | <p>It was unfeasible for all teachers to have access to CPD in this area, however our Level 5 sports coach attended the school sports meeting at Derby County. From this she identified Physical literacy interventions.</p> <p>We utilized a Sports Collapsed curriculum day to launch the active minutes challenge. Leaflets and information were communicated with parents. Initially the uptake was good, around 75% of children began participating by posting about their active minutes. However, this started to dwindle as the winter months came in and days were getting colder and shorter. Only 20% of the children completed the challenge.</p> |

## Review of last year 2023/25

Greater use of active bursts inside the classroom to provide breaks in long periods of sitting.

Develop the provision of KS2 Cheerleading Club, to include better equipment and CPD.

Teachers are aware of the needs of all children in class and active bursts are planned into the day for children to avoid long periods of sitting.

Cheerleading was delivered to children in Class 3 in preparation for Cheerfest. CPD was provided by external coaches for teachers to use in future.

## Intended actions for 2024/25

| What are your plans for 2024/25?  | How are you going to action and achieve these plans?  |
|---|---|
| Intent  | Implementation  |
| <ul style="list-style-type: none"> <li>• Increase active minutes participation in and outside school.</li> <li>• Greater use of active bursts inside the classroom to provide breaks in long periods of sitting.</li> <li>• Sports leaders run midday active bursts at the end of dinner time in preparations for the afternoon lessons. Each child plans a short exercise that every child can complete.</li> <li>• Continue lunchtime sessions for PP pupils and those identified as “less active in KS1” to provide opportunities to enjoy active engagement.</li> <li>• Improving opportunities for participation in interschool festivals and competitions.</li> <li>• Year 5 children to complete Bikeability</li> <li>• Completion of the Modeshift Silver award</li> <li>• Encourage children to walk to school to tackle air pollution.</li> <li>• Completion of Gold award -Active school games</li> <li>• Children access a range of different experiences through residential to The Briars and Lea Green.</li> <li>• Increase the targeted use of Physical literacy in school by completing early assessments of all children.</li> <li>• Park Club</li> <li>• Provision of afterschool clubs</li> </ul> | <ul style="list-style-type: none"> <li>• Active minutes and active bursts are planned throughout the day to support all children and prevent long periods of sitting down in class. Timetabled daily running sessions.</li> <li>• Sport leaders will continue to support the provision of lunchtime clubs and intra- sports events. Sport leaders will be involved in the planning of Sport’s Day and support the running of the KS1 event.</li> <li>• Sports coach will plan and track the participation of PP and SEND pupils engagement in lunchtime clubs and afterschool clubs.</li> <li>• Class 3 staff and sports coach will be provided with CPD in Cheerleading to support the provision in this area. Class 3 children will attend Cheerfest to showcase what they have learnt.</li> <li>• Monitor and track the participation of all children in sports events and festivals throughout the year. Sports Coach and additional adults will ensure children attend these events.</li> <li>• Year 5 children will participate in Bikeability scheme during the summer term.</li> <li>• School continues monitoring and encouraging active travel. We will participate in walk to school week. Evidence will be gathered to support the completion of the Modeshift</li> </ul> |



## Intended actions for 2024/25

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Introduce golf within the curriculum for children to access new sports</li> <li>• Provide cheerleading CPD for staff to support teaching within the curriculum</li> <li>• Identify new interventions to support all children in school</li> <li>• Attend Derbyshire schools Sports Network meeting at Pride Park.</li> <li>• Provide Forest school provision across school</li> </ul> | <p>award.</p> <ul style="list-style-type: none"> <li>• School will continue to arrange residential trips for Year 5 to the Briars and Year 6 to Lea Green.</li> <li>• Continue monitoring the provision of PE through learning walks and pupil voice. Gather feedback from children and parents to inform curriculum long term plan.</li> <li>• Assess and identify children in need of Physical Literacy intervention.</li> <li>• Monitor and track the use of Park Club for children in KS2. Complete risk assessments.</li> <li>• Continue to track and monitor children accessing afterschool clubs. Provide sessions for most vulnerable.</li> <li>• Ask to borrow equipment from school sports partnership to allow children to learn golf across KS2. Approach New Mills Golf Club to see if club pro can provide a session for class 3 children.</li> <li>• Sports Coach to attend Derbyshire Schools Network Meeting and identify potential opportunities for CPD in circuit breaks. Sports coach to feedback to school team. To assess and monitor which children would need this the most. Work with SEND coordinator to identify children with specific needs.</li> </ul> |
|--|---|

## 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>By providing the children with this PE curriculum and provision we expect:</p> <ul style="list-style-type: none"> <li>• Improved fitness: Regular activity enhances cardiovascular health, muscular strength, flexibility, and endurance.</li> <li>• Motor skills development: Builds coordination, balance, and fine and gross motor skills.</li> <li>• Reduced stress and anxiety: Physical activity releases endorphins, which can improve mood and reduce symptoms of anxiety or depression.</li> <li>• Improved self-esteem: Mastering skills and being part of a team boosts confidence and body image.</li> <li>• Better emotional regulation: Activity can help children learn to manage frustration, impulsiveness, and emotional ups and downs.</li> <li>• Enhanced concentration: Physical activity increases blood flow to the brain, which can improve attention, memory, and cognitive function.</li> <li>• Better classroom behaviour: Children who are physically active often show better focus and fewer behavioural issues.</li> <li>• Higher academic achievement: Studies link regular exercise with improvements in maths, reading, and overall academic performance.</li> </ul> | <p>We expect to have the following evidence to support these impacts:</p> <ul style="list-style-type: none"> <li>• Tracking of children's participation in sports-based events</li> <li>• Monitoring of pupil outcomes in PE based on Insight results.</li> <li>• Improvement in persistent absences</li> <li>• Increase in pupil outcomes throughout the year in maths and English based on Insight data</li> <li>• Pupil voice identifying the Children's thoughts and feelings for PE.</li> <li>• PASS data to identify children's social and emotional feedback about school.</li> <li>• Staff voice to gauge how much of a positive change in behaviour, resilience, teamwork, positive attitudes, determination and motivation there has been in the children over the year.</li> <li>• Lesson observations to determine the development of pupils across school.</li> </ul> |

## Expected impact and sustainability will be achieved

- Teamwork and cooperation: PE fosters communication, collaboration, and empathy through team-based games and challenges.
- Conflict resolution: Children learn to handle winning and losing, and how to solve disputes constructively.
- Sense of belonging: Group activities can build friendships and reduce feelings of isolation.
- Establishes healthy routines: Builds a foundation for lifelong physical activity and health-conscious behaviour.
- Skill acquisition for future participation: Children develop skills that allow them to engage in a variety of sports and activities throughout life.
- Understanding of health and fitness: They gain knowledge of why physical activity is important and how to care for their bodies.



## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen?   | What <b>evidence</b> do you have?  |
|--|--|
| <ul style="list-style-type: none"> <li>• Improvement in pupils core stability and motor skills</li> <li>• Improvement in the children's overall health and fitness.</li> <li>• High academic achievement throughout school for most pupils</li> <li>• Greater collaboration and teamwork developed throughout the year</li> <li>• Children have become more determined and less likely to react badly to losing than at the start of the year.</li> <li>• Improved emotional regulation; pupils are able to manage frustrations and impulsiveness better than at the start of the year.</li> </ul> | <ul style="list-style-type: none"> <li>• KS2 assessment data shows an improvement on previous years data.</li> <li>• PE assessment data shows at least 83% of all pupils working at Expected +.</li> <li>• PASS data collected</li> <li>• Pupil voice collected</li> <li>• Pupils have been tracked and monitored, ensuring all children have participated in a form of interschool competition or festival</li> <li>• Sports leaders worked together to plan and deliver sports day</li> <li>• Playground leaders have prepared lunchtime activities to support KS1 children.</li> <li>• Circuit Break interventions have been put in place to support the needs of all children.</li> <li>• Physical literacy interventions have improved the core stability and motor skills of the children that were identified in the initial assessment.</li> </ul> |