

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 2025/26.
- 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 2024/5

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?
Bespoke CPD for all members of teaching staff throughout the course of the year. PE specialist to work alongside staff modelling HQ lessons and strategies.	Autumn term focus on supporting staff currently E.C.T and those who work part time (end of week). Observation evidence of the ECT and part time staff shows staff able to deliver "Good" lessons. (Jan 25) Evidence from the staff survey shows that 93% of classroom-based staff believe that the CPD has had a positive impact on confidence in delivering PE. 43% feel very confident Survey evidence shows that 100% of classroom-based staff believe that the CPD has had a positive impact on the quality of teaching in PE. 50% see the impact as being significant Survey evidence shows that 100% of staff believe the CPD provided has had a positive impact on pupil progress. 50% feel this impact has been significant (Summer 25) Pupil survey shows: 95% of pupils enjoy PE, with 64% of pupils enjoying all PE lessons. 95% of pupils believe their teacher has helped them to improve in PE over the year. 91% believe that they have improved their skills in PE. (summer 25) Pupil voice survey feedback shows that 64% of pupils take	PE specialist TA to run after school activities focused on engaging the less active pupils. Purchase additional swimming time for pupils in year 6 who have not attained the end of key stage expectations through the school's core swimming programme in year 5.	Yr 3-4 football, Y5-6 football, y3-4 handball, y3-4 athletics, y5-6 athletics. Activities accessed by 71 pupils of these 29 pupils were PP (41%) and 12 (17%) SEND Parental support for participation in after school activities. Need to do some engagement work with a cohort of parents re the benefits of participation. The percentage of pupils able to complete self-rescue increased by 7%. The percentage of pupils able to complete 25 meters has increased by 8%. The percentage of pupils able to swim a range of strokes increased by 10%. This was less successful than last year. A key factor in this was family engagement. In the coming academic year we need to "sell" the importance of learning to swim more effectively and incentivize participation.

Review of last year 2024/5

Cohort of playground leaders trained by PE specialist TA to deliver/ lead playground activities for pupils at break and lunch times.	part in activities run by leaders at break & lunch at least Once a week (summer 25)		
Purchase and replenishment of the schools P.E resources to ensure sufficient range, quantity and quality to facilitate the delivery of high-quality curricular P.E for all pupils.	Purchased replacement gymnastic resources. This enhanced the level of challenge possible within lessons and as a result the quality of lessons. Feb 25. Additional replacement resources purchased for hockey and netball. Pupil survey shows: 64% of pupils enjoy all PE lessons. with an additional 31% enjoying some lessons. 95% of pupils believe their teacher has helped them to improve in PE over the year. 91% believe that they have improved their skills in PE. Staff survey evidence sees 100% of staff seeing the level and quality of resources as having a significant impact on the quality of the schools PE offer.		

Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
- Bespoke CPD for all members of teaching staff throughout the course of the year. PE specialist to work alongside staff modelling HQ lessons and strategies. <i>Funding allocation £6,650</i> - Cohort of playground leaders trained by PE specialist TA to deliver/ lead playground activities for pupils at break and lunch times. <i>Funding allocation: TA time for training cohort and ongoing support throughout the year. £500</i> <i>Funding allocation: to replace & replenish playground resources consumables £400</i> - PE specialist TA to run after school activities focused on engaging the less active pupils. <i>Funding allocation: TA time for delivery of sessions. £1500</i> =£9050 - Purchase and replenishment of the schools' P.E resources to ensure sufficient range, quantity and quality to facilitate the delivery of high-quality curricular P.E for	- Specialist PE Teacher support individual members of staff to deliver the planned programme of study for each year through: - Planning - Model demonstration lessons - Team teaching - Lesson observations - Year 6 pupils submit applications to become playground leaders - Cohort receive training from PE specialist/ PE TA. This to include use of activities from within the Positive Play resources. - Leaders lead activities during lunchtimes supported by staff - Increase leader independence as the year progresses. - Use school data and staff knowledge to identify and target less active pupils with a focus on disadvantaged /SEND. - Engage families and pupils to participate in co-curricular lunchtime and after school sessions. - Engage with pupils to identify the right activities to maximize engagement. - Purchase additional resources as needed. - Monitor participation and engage further with families as needed - Rewards to be in place for regular participation - Celebrate successes through assemblies/ awards events/newsletters and DOJO messages to parents. - PE curriculum leader monitor resources and order replacement resources as needed to ensure provision suitable for high quality PE lessons - Focus on replacement of gymnastic mats over a 2-year period.

Intended actions for 2025/6

all pupils.

a. *Funding allocation: £2500*

5. Increase the number of pupils participating in appropriate intra & inter school competition.

a. *Funding allocation: TA time for preparing teams for events outside of curriculum time. £600*

b. *Funding allocation: Transport to access events. £2000*

c. *Funding allocation: Membership of GPSA £120*

6. Take pupils to different environments to experience outdoor activities (Orienteering).

a. *Funding allocation: Sessions led by P.E. Lead £0.00*

b. *Funding allocation: Transport to venues. £800*

7. Raise aspirations through visiting top-class sporting facilities to watch and engage in sporting activities: Visit Trent Bridge Classroom.

a. *Funding allocation: Cost of sessions: £500*

b. *Funding allocation: Transport to venue £600*

8. Purchase additional swimming time for pupils in year 6 who have not attained the end of key stage expectations through the school's core swimming programme in year 5.

a. *Funding allocation: Pool time & school swimming staff. £1600*

b. *Additional time for P.E. lead to teach swimming to reduce ratios. £640*

=£9370

Total= £18,420

b. Remarking of lines on the playground

5. All classes/pupils participate in the indoor athletics pentathlon.

a. PE leader set up recording spreadsheets for each class in advance.

b. PE specialist support classes with the set up and structure of the competition

c. Results recorded and awards registered.

d. Celebrate successes through assemblies/ awards events/newsletters and DOJO messages to parents.

e. Engage with Gedling school games organizer/ Gedling Primary Sports Association and the Trust competition leader to participate in appropriate competition opportunities. (Both participation level & competition level)

f. Use PE specialist to prepare teams for the events.

g. Where required use PE Premium funding to cover transportation costs

6. Use PE premium funding to cover transport costs to both Gedling & Rushcliffe Country Parks.

a. PE Specialist lead sessions using the permanent courses established at these sites.

b. All year 5 and 6 pupils engage in orienteering activities.

7. Organise trips for each year 6 class to Trent Bridge.

a. Link the timing of this to when cricket is covered in PE. and in advance of cricket competitions.

b. Use Notts CC coaches to further develop skills within these sessions.

8. Build on the core swimming programme in year 5 by funding top up sessions for year 6 pupils who have not met the end of key stage targets.

a. Book pool time and School Swimming staff.

b. PE Specialist use swimming data to identify cohort of pupils to attend sessions

c. Engage with families around the importance of learning to swim to maximize

Intended actions for 2025/6

- buy-in
- d. PE specialist to manage programme and teach in order to reduce teacher-pupil ratio to maximize progress.
- e. Monitor participation each session. If needed carry out further engagement work with families to maximize attendance & participation
- f. Celebrate successes through assemblies/ awards events/newsletters and DOJO messages to parents.

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?
1. Teacher delivering high quality PE lessons for all pupils, using skills developed working with PE specialist. Sustainable as core school staff being upskilled to deliver high quality PE lessons 2. Continue to increase the number of pupils meeting their daily physical activity goal, more pupils encouraged and taking part in PE and Sport Activities. 3. Increase the number of pupils participating in structured physical activity 4. Increase pupil progress through use of high-quality resources, supporting high quality lessons. Increased levels of engagement due to high levels of resourcing, supporting smaller grouping and increased activity levels. 5. 100% of pupils to participate in indoor athletics pentathlon competition Increase the number of pupils taking part in appropriate inter school competition. 6. All pupils in years 5 and 6 experience orienteering in different environments, in order to broaden experience Sustainable as sites have permanent courses. Map resources are in school, and staff have been trained to deliver sessions by the Specialist PE Teacher.	1. Evidence will be gained through: a. PE specialist lesson observations of colleagues b. Annual PE pupils survey (summer term) c. Annual staff PE survey (summer term) 2. Evidence will be gained through: a. Annual PE pupils survey (summer term) b. Staff observations of playground activity c. Reduction in the number of behavior incidents during social times in the incident log 3. Evidence will be gained through: a. Annual PE pupils survey (summer term) b. Attendance registers for sessions led by staff. 4. Evidence will be gained through: a. Annual PE pupils survey (summer term) b. Annual staff PE survey (summer term) 5. Evidence will be gained through: a. Annual PE pupils survey (summer term) b. Registers of participants for events 6. Evidence will be gained through: a. Post event pupil evaluation forms. b. PE specialist observation of staff leading sessions.

Expected impact and sustainability will be achieved

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| <ul style="list-style-type: none">7. Broaden pupil experiences and raise aspirations of pupils through exposure to high class sporting venues and coaching.8. Increased percentage of pupils able to:<ul style="list-style-type: none">a. Swim 25mb. Perform self-rescue.c. Competently swim a range of strokes | <ul style="list-style-type: none">7. Evidence will be gained through:<ul style="list-style-type: none">a. Post event pupil evaluation forms.8. Evidence will be gained through:<ul style="list-style-type: none">a. Session registersb. Attainment data at the end of the programme focused on the 3 objectives. |
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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. -Teacher delivering structured lessons with pupils making progress	1. - Curriculum leader monitoring observations show pupils making good progress in lessons - Additional adults being used to support progress of less able pupils - Pupil survey shows: 98% of pupils enjoy PE lessons - 97.7% of pupils believe that they have developed their skills over the year - 96.3% of pupils believe their teacher has helped them develop their skills - Staff survey shows: - 100% of staff feel that CPD support has been valuable in developing their skills
2. - Cohort of y6 leaders trained and deployed. - Jan 26: Purchase of playground resources to replenish consumable items.	2. -Curriculum leader observations show leaders encouraging pupils to engage in activities and managing the use of provided resource - Pupil survey shows that 91% of pupils engage in activities led by the leaders. Of these 35% join in on most days
3. -Pupils engaging in activities led by leaders and using the provided equipment.	3. - Pupil survey shows that 91% of pupils engage in activities led by the leaders. Of these 35% join in on most days
4. - May 26 lines remarked on the playground. -Replacement resources purchased	4. -Staff survey shows that 100% of staff believe that the level and quality of resources have supported high-quality PE lessons. 94% feel that the impact has been significant.
5. - Throughout the year: TA leadership, organization and training of the school football teams.	5. -Registers of participation for interschool events - record sheets for each class for the indoor pentathlon

Actual impact/sustainability and supporting evidence

- Oct 25: Sessions delivered by TA to prepare team for Tag rugby festival
- November 25: sessions run for preparation for dodgeball event
- December 25: TA run sessions to prepare pupils ahead of boccia event
- teams attended all events
- Targeted pupils attended jingle Jog event at Rushcliffe Country Park (Dec 25). + (transport costs)
- Jan 26: TA run sessions to prepare for cross country event.
- Jan-Feb 26: TA sessions delivered to prepare teams for indoor athletics championships as part of school games.
- March 26: Orienteering event (Y3) Handball (Y4-5) +(transport costs)
- May 26: Trust handball competition. + (transport costs)
- May 26: "Play for fun" engagement festival Y3-4. +(transport costs)
- June 26: Gedling cricket festival (transport costs)

6.

- Photos of session taken by class teachers
- Year 5 & 6 pupils took part in orienteering sessions at Gedling Country Park (Y5) & Rushcliffe Country Park (Y6) (transport costs)

7.

- Y6 Visits to Trent Bridge took place May 26. (transport costs)

8 Top up swimming sessions delivered May-July 2026

-100% of pupils have engaged in appropriate intra-school competition

6.

- Registers of attendance
- Photos taken by class teachers.

7.

- Registers of attendance
- Photos taken by class teachers.

8

- Top up sessions have resulted in the percentage of pupils able to swim 25m, increasing from 36% to 76%, an increase of 124%. A very successful programme
- 10% have been able to achieve swimming a range of strokes through the top up sessions