

A collage of three circular images: a girl in a white t-shirt and black pants on a blue climbing frame, a boy in a white t-shirt and blue shorts in a wheelchair, and a group of children in red vests on a grassy field.

# 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><u>Provided free extracurricular activities for Pupil Premium and non-active pupils</u></p> <p>All Children were provided with a range of extracurricular activities. Pupil Premium and non-active children were identified and selected. Each key stage had extracurricular opportunities in each half term this academic year.</p> <p><u>Arranged CPD for teaching staff to ensure they feel confident to teach all areas of PE</u></p> <p>All staff observed the PE specialist coach deliver engaging, adaptive, structured PE lessons. Following the Get Set 4 PE scheme of work that our school uses to deliver all of our PE lessons.</p>	<p>Pupil Premium and non-active children have become more motivated, focused and engaged in lessons after taking part in extracurricular lessons. They have been inspired to take part in physical activity outside of school.</p> <p>All staff have become more confident and competent in teaching PE and feel confident that they can adapt any lesson to support all learners.</p>	N/A	N/A

## 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>Allocate funding for transport to facilitate swimming lessons, including additional sessions for Year 6 non-swimmers, ensuring all pupils have access to essential water safety and swimming skills.</p> <p>Invest in initiatives to expand physical activity opportunities during non-curriculum time, while also improving the overall quality of the play leadership programme. This will ensure that pupils engage in structured, active play, fostering both physical and social development.</p> <p>Provide funding to employ a specialist sports coach who will work to upskill both staff and pupils, promoting greater participation in physical activity and ensuring a high standard of PE delivery across the school.</p> <p>Offer free extracurricular activities and active wellbeing days to enhance pupils' health and wellbeing. These opportunities will ensure that all students, regardless of background, have access to a range of sporting experiences beyond the core curriculum.</p> <p>Maintain and expand participation in enrichment activities and inter-school competitions, such as the Halton inter-school competitions and the School Games. Increasing opportunities for competition and collaboration will enhance pupil motivation, foster social interaction, and positively impact academic achievement.</p>	<p>Designated staff will assist in the delivery of swimming lessons by encouraging positive participation. They will work with targeted groups to build swimming confidence and competence. Pupils will be provided with opportunities to enhance their swimming skills and water safety awareness.</p> <p>Leadership Development and Lunchtime Engagement</p> <p>Year 6 pupils will develop leadership skills, as well as confidence and competence in facilitating fun and engaging lunchtime activities. Midday staff will actively support and positively reinforce participation in play leader-led games and activities. The PE Lead will conduct termly audits of equipment and hold review sessions with play leaders to evaluate successes and identify areas for improvement. A specialist PE coach will deliver high-quality training to selected Year 6 pupils as part of the PE leadership programme.</p> <p>The sports coach will deliver a variety of engaging sports lessons aimed at upskilling both staff and pupils. Pupils will benefit from fun, active sessions, while class teachers will co-deliver lessons with the specialist coach to build confidence in teaching and assessing PE using the designated scheme of work.</p> <p>The PE Lead will collect pupil feedback to determine their interests regarding after-school club offerings. This feedback will inform the development of a broader, more diverse range of after-school activities. Pupils will have access to enriching 'wow' experiences that extend beyond their usual opportunities.</p> <p>Pupils will participate in a range of competitions and activities facilitated through the School Games programme, experiencing the benefits of structured school sport and physical activity. Staff will contribute to whole-school initiatives that support the school's evidence for the School Games Mark. The PE Lead will collaborate closely with School Games Organisers (SGOs) to create inclusive and meaningful sporting opportunities for all pupils, both within and beyond the school environment.</p>

## 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>Year 6 pupils will demonstrate the ability to swim competently, confidently, and proficiently over a specified distance, meeting or exceeding national curriculum expectations.</p> <p>There will be a measurable increase in pupil engagement with physical activity during non-curriculum time, contributing to a higher percentage of children achieving the recommended 30 minutes of daily physical activity within the school setting. A broader and more diverse range of activities will be offered to encourage and sustain increased levels of participation.</p>	<p>Over 75% of the current Year 6 cohort are expected to swim competently, confidently, and proficiently over a distance of at least 25 metres. In addition, they will demonstrate the ability to use a variety of strokes effectively and perform safe self-rescue techniques in a range of water-based scenarios.</p> <p>Pupil feedback indicates a positive experience with the range of physical activities available during playtimes and lunchtimes. The PE Lead will conduct regular monitoring to ensure that these sessions continue to promote increased physical activity levels during non-curriculum time.</p>
<p>A Specialist Sports Coach will work in partnership with class teachers through a team-teaching approach, with a focus on enhancing teacher confidence and subject knowledge in delivering high-quality PE lessons. As a result, staff will become more self-assured and capable in planning, delivering, and assessing PE in line with curriculum expectations.</p>	<p>End-of-year staff feedback is anticipated to reflect increased confidence and competence in delivering high-quality PE lessons. This improvement will be attributed to ongoing professional development and team-teaching support throughout the academic year.</p> <p>The PE Lead will consistently monitor the impact on staff confidence and competence in delivering PE independently. This will involve regular assessments, conducted at least once a week, to ensure continued development and sustainability in the delivery of high-quality PE instruction without external support.</p>
<p>The PE Lead will continue to regularly monitor the impact of professional development on staff confidence and competence in delivering PE independently. This will include weekly observations and feedback to ensure continued progress and sustainability of high-quality PE teaching without external support.</p>	<p>There has been a notable increase in participation in after-school clubs. These enrichment activities are thoughtfully designed to meet the diverse interests and needs of students, fostering a genuine passion for sports and physical activity. Pupils will have the opportunity to engage in activities and sports that are not typically included in the formal curriculum, encouraging a broader range of experiences.</p>
<p>There has been a noticeable increase in pupil uptake of after-school clubs. Enrichment opportunities are carefully planned to align with the interests and needs of pupils, encouraging a lifelong enjoyment of sport and physical activity. These clubs offer experiences beyond the standard curriculum, introducing children to a wider range of activities and sports.</p> <p>To ensure long-term impact, the PE Lead will monitor the effectiveness of active health and wellbeing days, as well as the after-school provision, using pupil voice as a key evaluative tool. Feedback will inform future planning and help ensure that activities remain relevant, engaging, and inclusive. Pupils continue to show motivation and enthusiasm for participating in physical activity both during and beyond the school day.</p>	<p>The PE Lead will evaluate the impact of active health and wellbeing days, as well as after-school clubs, by regularly gathering pupil feedback through pupil voice surveys. This will provide valuable insights into the effectiveness of these initiatives and help to ensure that they remain engaging, relevant, and sustainable. Students are showing increased motivation and enthusiasm to participate in physical activities both during and beyond the school day.</p>

## Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Year 6 pupils have demonstrated increased competence and confidence in their ability to swim over a specified distance, reflecting significant progress in their swimming skills.</p>	<p>61% of the current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres</p>
<p>There has been a noticeable increase in pupil engagement with physical activity during non-curriculum time, contributing to a higher level of overall physical activity throughout the school day.</p>	<p>61% of the current Year 6 cohort can use a range of strokes effectively</p> <p>97% of the current Year 6 cohort are able to perform safe self-rescue in different water-based situations</p>
<p>Throughout the academic year, teachers collaborated with the specialist PE coach, with their progress being monitored weekly by the PE Lead. As a result, staff have gained increased confidence and expertise in delivering the PE curriculum effectively.</p>	<p>The PE Lead has consistently monitored physical activity levels during non-curriculum time, with a noticeable increase in the number of pupils engaging in physical activity each term. Feedback from pupils, gathered through pupil voice surveys, indicates that they have thoroughly enjoyed the variety of sports and equipment available to them during playtimes and lunchtimes.</p>
<p>We have seen a higher uptake of after-school clubs compared to the 2023-2024 academic year. Pupils have developed a genuine interest in and passion for sport, leading to sustained physical activity. A diverse range of students have participated in activities and sports not covered within the regular curriculum, broadening their sporting experiences.</p>	<p>Teachers have provided positive feedback regarding the team-teaching approach with the PE specialist. As a result, staff have reported increased confidence and competence in delivering high-quality PE lessons, further enhancing their teaching practice.</p>
<p>The PE Lead has actively monitored the impact of active health and wellbeing days, as well as after-school clubs, through pupil feedback and surveys. This data has been instrumental in assessing the effectiveness of these initiatives and ensuring they remain relevant and engaging for students.</p>	<p>Both pupils and staff have provided positive feedback regarding the health and wellbeing days, highlighting their impact on promoting physical activity and wellbeing within the school community.</p> <p>There has been a significant increase in the participation of after-school clubs compared to the 2023/2024 academic year. Pupil feedback indicates that they are highly engaged with the after-school club opportunities offered, expressing positive sentiments about the range of activities available.</p>