

# PE Funding Evaluation Form



Department  
for Education



# 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>Staff CPD through specialist coaching.</u></p> <p>All teaching staff received CPD by observing specialist coaches in dance and gymnastics. This boosted their confidence and subject knowledge, with an emphasis on progression in lessons.</p> <p><u>Engagement of target pupils in extracurricular clubs.</u></p> <p>Less active pupils identified from previous years engaged in breakfast and after-school clubs. The number of Inspire Plus clubs increased from 1 to a minimum of 2 per half term, providing greater choice and accessibility.</p>	<p><u>Staff confidence and sustainability.</u></p> <p>Lesson observations and informal feedback indicate that staff are now better equipped to plan and teach PE independently. CPD is embedded sustainably, allowing for internal capacity-building.</p> <p><u>Improved participation data.</u></p> <p>Club registers and tracking show increased attendance, especially from previously disengaged pupils. This evidences a broader reach and successful targeting of less active children.</p>	<p><u>Limited evidence of impact from some wider opportunities.</u></p> <p>While activities like skiing and water sports were exciting, there's limited qualitative or quantitative data to show lasting impact on physical activity habits or skill development for those involved.</p> <p><u>Underreported CPD outcomes for broader staff team.</u></p> <p>Although staff attended CPD, impact tracking (e.g. lesson quality audits or teacher confidence surveys) was not clearly documented for all activities.</p>	<p><u>Wider opportunities impact.</u></p> <p>No follow-up data (e.g., pupil voice, teacher assessment, or future participation rates) is available for enrichment experiences, making it difficult to evaluate their long-term value or justify repeat spending.</p> <p><u>Lack of formal CPD evaluation.</u></p> <p>There is no record of how CPD directly improved lesson delivery across all areas of PE. While staff observed lessons, it is unclear how this translated into their own teaching or whether their practice changed over time.</p>

## Review of last year 2023/24

<p><u>Swimming provision across the whole school.</u></p> <p>All pupils from Year 1 to Year 6 accessed swimming lessons. 93% of Year 6 pupils met National Curriculum requirements for distance, stroke technique, and self-rescue. Year 1 pupils gained early water confidence, supporting long-term progression.</p>	<p><u>Swimming data.</u></p> <p>Clear tracking of swimming outcomes shows 93% of Y6 pupils met the required 25m standard. Termly reports and lesson evaluations highlight improvements, especially due to early Key Stage 1 provision.</p>		
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## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. To ensure all staff have the relevant skills and knowledge to confidently and competently deliver high quality inclusive PE lessons.	<ul style="list-style-type: none"> <li>Introduce and embed new PE Curriculum – raising the profile of PE to pupils and staff.</li> <li>Ensure new and improved resources and planning are available to all staff.</li> <li>High % of staff to receive CPD by observing and partnering specialist coaches in dance and gymnastics.</li> <li>Broad offer to encourage physical activity – PE lessons, Breakfast Club, Lunch Provision, Inspire Curriculum and Intra/ Inter Competitions.</li> <li>Use online assessment progress to measure PE attainment.</li> </ul>

## Intended actions for 2024/25

<p>2. In addition to the 2 hours of timetabled PE curriculum lessons, ensure every child has the opportunity to be physically active for 60 minutes per day, supporting their physical, mental and emotional wellbeing.</p>	<ul style="list-style-type: none"> <li>▪ Increase Inspire Plus clubs from 1 to a minimum of 2 per half term, providing greater choice and accessibility.</li> <li>▪ Strengthen lunchtime offer in PE activities, to improve behaviour and increase physical activity at lunch times.</li> <li>▪ Train and support Sports Leaders and wider school staff to lead PE activities during lunchtimes.</li> </ul>
<p>3. To use PE to support wider school aims including attendance, behaviour, achievement and emotional health.</p>	<ul style="list-style-type: none"> <li>▪ Offer healthy breakfast and PE opportunities in breakfast club to encourage attendance for all pupils and especially those identified with attendance issues and other needs.</li> <li>▪ Introduce morning sensory circuits to improve attendance and regulate children ready for learning.</li> <li>▪ Achievements in &amp; out of school celebrated on monthly newsletter, X account and in Worship.</li> <li>▪ Children with high attendance to Summer Tennis ASC go to Wimbledon.</li> </ul>



## Intended actions for 2024/25

<p>4. To offer a diverse and inclusive range of activities that engage and encourage participation for all pupils, regardless of background, gender and/or ability, providing opportunities to practice skills learnt in PE lessons.</p>	<ul style="list-style-type: none"> <li>▪ Watersports (Y5,Y6) and skiing offered at no cost to all pupils.</li> <li>▪ After School Club offer extended to include clubs such as ....., Judo.</li> <li>▪ Identify the less active pupils from previous years and encourage engagement in breakfast and after-school clubs.</li> <li>▪ Allocate Pupil Premium places in every After School Club.</li> <li>▪ Inspire Plus clubs to increase from 1 to a minimum of 2 per half term, providing greater choice and accessibility.</li> <li>▪ Swimming across KS1 and KS2 supplemented by Swimming Top Ups.</li> </ul>
<p>5. To provide all pupils with opportunities to take part in intra school competitions and increase the number of pupils participating in inter school competitions.</p>	<ul style="list-style-type: none"> <li>▪ Offer Intra school activities to all to encourage physical activity.</li> <li>▪ Enter inter school competitions - Boys Football, Swimming Gala (Y6), Water Polo (Y3/4/5/6), Dodgeball, Cross Country, Girls Football to reflect children's skills and give them a platform to succeed.</li> </ul>

## Actual impact/sustainability and supporting

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>▪ New PE Curriculum has been more engaging with children excited to come to school on PE days and notice improvements in their mental health,</li> <li>▪ Staff feel supported by resources and planning to deliver high quality lessons.</li> <li>▪ High % of staff received CPD by observing and partnering with specialist coaches in dance and gymnastics (allows school to be self-sufficient and deliver high quality PE).</li> <li>▪ Broad PE offer has had a positive impact and the profile of PE.</li> </ul>	<p>(Staff Feedback)</p> <ul style="list-style-type: none"> <li>▪ 12 Staff observed and partnered with specialist coaches in dance and gymnastics as part of the schools CPD offer to staff.</li> <li>▪ 70% agreed working with specialist coaches as part of their CPD has had a positive impact on their ability to teach PE.</li> <li>▪ Staff feel supported, with 100% aware resources, lesson plans and skill videos are available on SharePoint.</li> <li>▪ 80% believed, after accessing the CPD, they had the relevant subject knowledge to deliver high-quality PE lessons as well as engaging learners of different abilities.</li> </ul> <p>(Y2-6 Pupil Voice)</p> <ul style="list-style-type: none"> <li>▪ Y6 Children voiced they felt 'proud, excited and happy' after taking part in PE. 100% of Y4's felt they had shown improvement in, swimming in stroke development, in athletics in throwing and sprinting and in tennis in racquet skills.</li> <li>▪ 100% of Year 5 and Year 6 pupils stated that PE offers challenge and the opportunity to improve skill.</li> <li>▪ 100% of Y2, 4, 5 and 6 children enjoy PE delivery in school. While Year 3 children are 'excited and eager' to come to school on PE days.</li> </ul>



## Actual impact/sustainability and supporting

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| <ul style="list-style-type: none"> <li>▪ Sports Leaders to feel empowered and have sustainable lunch provision run by children.</li> <li>▪ Offer physical activities supporting pupils physical, mental and emotional wellbeing.</li> <li>▪ Reduce the number of less active children and promote physical activity across the school.</li> </ul> | <p>(Sports Leaders Survey)</p> <ul style="list-style-type: none"> <li>▪ 90% of sports leaders feel like they have made a positive difference as well as 70% expressing they have grown in confidence during the role.</li> <li>▪ 60% of Year 4 pupils said they aspired to be a Sports Leader in the future.</li> </ul> <p>(Y5/6 PE&amp;WO)</p> <ul style="list-style-type: none"> <li>▪ 76% of pupil voice across KS2 pupil voice have participated in lunch time activities.</li> <li>▪ 93% have felt confident taking part in peer-led lunch activities.</li> <li>▪ 93% of the Y5/6 children who attend breakfast club, believe the activities run by the sports coach made breakfast club more enjoyable.</li> <li>▪ 85% of Y5/6 pupils enjoyed having access to clubs every week, while 68% believed the variety of clubs run has encouraged them to try something new.</li> <li>▪ Only 73% voiced that lunch times are more fun and active.</li> </ul> <p>(Y2-6 Pupil Voice)</p> <ul style="list-style-type: none"> <li>▪ Year 4 found 70% noticed their skills increased since working with the sports coach.</li> <li>▪ 50% Y2 children accessed PE based after school clubs. They were proud and happy to attend.</li> </ul> |
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## Actual impact/sustainability and supporting

- Improvement in behaviour and learning after being physically active.
- Sensory circuits have offered children a safe and active way to prepare for the day (regulating emotions, ready to learn).
- Promote communication, teamwork and foster togetherness through team activities.
- Competition success promoted in newsletter, social media (X) and celebration worship (e.g. cross country, swimming & water polo).
- Children who participated in Tennis ASC attended Wimbledon on 2.7.25.

### (Y2-6 Pupil Voice)

- Children recognised that the school values of perseverance, friendship and following the schools code of conduct was strengthened in PE (Y3,4,5,6)
- Y5 Pupil Voice highlighted children felt more awake and ready to learn due to participating in physical activity during breakfast club.
- Children could state extra-curricular links – they loved learning about the history of sports, the footballers and athletes called by God in Worship, Global warming in dance and measurement and angles in gymnastics (Y3).
- Children across each year group voiced they participated in a sport outside of school.

### (Sensory Circuit Survey)

- 73% of children accessing sensory circuits felt they could concentrate better in class and 80% felt encouraged to come to school on time.
- 93% voiced they would like sensory circuits to continue next year.

### (Staff Feedback)

- KS2 staff have found children are in a better mental state to access learning after taking part in organised physical activity at lunchtimes.

## Actual impact/sustainability and supporting

- Offer wider opportunities to enable pupils to use life-long skills in and practical situations.
- Top Up Programme offers Y6 children chance to complete 25m swim.
- Pupils eager to attend ASC, raising the levels of physical activity across school.

### (Y2-6 Pupil Voice)

- Children voiced they enjoyed travelling to different facilities for sports.
- 100% of Year 6 pupils enjoy swimming lessons.
- 100% of Year 2 pupils loved PE, with 80% specifically stating swimming as their favourite.
- 70% of Year 3 pupils access swimming out of school, influenced by school lessons.
- 100% children said activities made lunchtimes more enjoyable.
- Watersports allowed children to conquer their fears overcoming nervousness and feeling proud of their achievements (Y5).
- Teachers and sports coaches taught the skills, and they were 'thankful' to have the sports leaders in leading games.
- 90% of the children enjoyed dance - opportunity to move and create dances. 100% loved gym stating it made them feel proud (Y2)

### (Y5/6 PE&WO)

- 100% of Y5/6 children attended a 'wider opportunity' (skiing, water sports, waterpark) and valued the experience.
- 85% of Y5/6 children enjoy having ASC's available every week, while 68% utilized the clubs to try something new.
- 76% of Y6 children passed the national swimming requirement (25m).
- 72% (43) of Y6 benefitted from accessing the top up programme, with 67% passing during the programme.

## Actual impact/sustainability and supporting

- Enter competitions relating to children's skillset.
- Inter School Competitions for Y3-6
- The school won the North Liverpool Swimming Gala Heats and competed in the final.
- Intra school competitions such as dodgeball and handball offered to all KS2 to encourage physical activity.

### (Y2-6 Pupil Voice)

- 60% of Y6 children had taken part in interschool competitions including water polo, football and swimming.
- 100% take part in sports out of school – 7 swim, 2 football and 1 dance (Y6).
- 70% of Year 3 pupils access swimming out of school, influenced by school lessons (Pupil Voice).
- Intra school competitions at lunchtimes such as dodgeball and handball offered to all KS2 to encourage physical activity.

### (Y5/6PE&WO)

- 76% of pupil voice across KS2 pupil voice have participated in lunch time activities.
- 93% have felt confident taking part in peer-led lunch activities.