

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 2023/3

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 did not go well?	How do you know?
Staff confidence and subject knowledge in PE increased	100% of staff reported increased confidence following CPD; staff audits and lesson observations showed improved delivery of curriculum PE	Swimming progress remained low for Y5	National Curriculum pass rate for Y5 remained at 5% for two consecutive years
Pupil participation in extra-curricular clubs increased	Club registers show 290 pupils attended at least one club in 2023/24 vs. 206 in 2022/23	Limited engagement from EYFS in competitive sport	EYFS participation in extra-curricular clubs was 35%, compared to 64% in KS2
All pupils accessed high-quality PE lessons using Total PE+	Lesson observations and staff voice confirmed consistent use of planning tools and improved teaching quality	Limited number of competitive events attended compared to previous year	8 events attended in 2023–24 vs. 9 in 2022–23

What are your plans for 2024/25? Intent	How are you going to action and achieve these plans? Implementation	Costings for each intent/ action
Increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons.	- PE CPD for 4 teachers through 2 x Curriculum Support Programmes - Total PE+ Subscription - Edsential Subject Leader Support Programme – Termly meeting with local advisor to support PE Subject Leader in their role.	1 x included as part of Premium SLA (£1,150) 1 x additional Curriculum Support Programme (£1,150) Total PE+ Included as part of Premium SLA (£350) Subject Leader Support - Included as part of Premium SLA (£910)
To increase physical activity levels to ensure children are meeting the active 30 minutes within school.	- Extra-curricular clubs delivered each half term through Edsential. These will be tailored to target different groups of children across the year and ensure we are offering a broad range of extra-curricular activities for children to access. - Edsential PlayMaker Award – Training for up to 15 children from Year 5/6 to lead activities for EYFS and Key Stage 1 at lunchtimes. - Work alongside NGBs to promote wider participation in various sports. - Provide necessary clothing for children to participate safely in physical activity. - Ensure appropriate and inspiring equipment is used during time of physical activity. - Promote physical travel and activity during playtimes.	3 x afterschool clubs included as part of Premium SLA (£395 x 3) PlayMaker Award - Included as part of Premium SLA (£930) Basketball England Slam Jam (£150) Purchase of extra PE kit (£139.25) Purchase of equipment (4122.85) Playground Markings for KS1 and KS2 Playground (£938)
To use physical activity to support mental wellbeing.	- Edsential Engaging Girls in Sport Programme (1 x 6-week programme) delivered throughout the year to target different year groups / children). - Edsential Rainbow Programme - (1 x 6-week programme) delivered to Year 6 children to support emotional regulation. - Edsential School Engagement Programme - (1 x 6-week programme) delivered to target different children who are struggling to engage with school life (attendance or emotions).	Included as part of Premium SLA (£1,150) Edsential Rainbow Programme (£1,050) Edsential School Engagement Programme (£1,150)

Intended actions for 2024/5

To use school sport to develop social skills and promote physical activity outside of school.	- Competitions and Events, including Edsential Competitions for All Programme - Access to Wirral School Games competitions and events - Provide children with the necessary uniform/equipment needed to safely participate in external fixtures.	Included as part of Premium SLA (£425) Wirral School Games – No cost to access. - Amenities to participate in Dance Festival (£190.03) Purchase of Equipment/uniform (£107.22)
To promote ‘Healthy Lifestyles’ through PE, sport and physical activity.	- Edsential Fitness and Nutrition Workshops (x2) - Provide opportunities to inspire children to participate in a wide variety of physical activity. - Provide fundraising opportunities through physical activity engagement.	Included as part of Premium SLA (£550) Wimbledon Trip (£1025.33) Delamere Forest Hero Hike (£1,150)
To support the development of physical literacy and gross motor skills within EYFS and Key Stage 1.	- Edsential Fundamentals Programme – Gross-motor skills intervention programme. - Participate in Gymnastic Sessions to promote gross-motor skill development.	Included as part of Premium SLA (£1,150) Gymfinity Gymnastics Sessions (£960)

Expected impact/sustainability and supporting evidence

Intent / Action	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
Increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons. - PE CPD for 4 teachers through 2 x Curriculum Support Programmes - Total PE+ Subscription - Edsential Subject Leader Support Programme - - Gymfinity Gymnastics Sessions	Proposed Impact: • Primary teachers will be more competent and confident to deliver effective curriculum PE lessons having taken part in 4 x ½ days of PE CPD each (staff audits). • Lesson observations will show pupils receive Quality First Teaching across the whole PE curriculum - supported through our Total PE+ subscription, including making links to wider curriculum and supporting social development. • Curriculum PE assessments will show an increased number of children working at age-related expectations for PE. How sustainability will be achieved: • CPD will have a lasting impact upon teaching and learning. • Staff will be confident and competent teaching a range of curriculum areas. These in turn can be used to support our school in the future e.g. staff leading extra-curricular clubs.	How will impact be measured: • Staff Voice across the year will show a growing confidence with the teaching of PE. • Edsential Impact Reports for Curriculum Support Programmes. • Pupil Voice to highlight the impact of CPD upon PE lessons. • Curriculum PE attainment data. • Class PE floor books.
To increase physical activity levels to ensure children are meeting the active 30 minutes within school. - Extra-curricular clubs delivered each half term. - Edsential PlayMaker Award - Playground Markings to increase Physical travel - Purchase of equipment to inspire participation - Purchase of equipment alongside NGB to provide wider opportunity for	Proposed Impact: • More pupils will be meeting their daily physical activity goal (30 minutes within school hours) compared to 2023/24. • More pupils taking part in PE and Sport Activities outside of school hours compared to 2023/24. • Increased number of children participating in breakfast and afterschool clubs. How sustainability will be achieved: • Children will continue their participation within sports outside of school hours. • Participation within clubs will contribute to children increasing physical competence. • Year 5 Play Leaders will continue again in 2024/25 when they are in Year 6.	How will impact be measured: • Club registers and tracking documents • Class discussions and pupil voice • Curriculum PE assessment data (physical skills) • Edsential Impact Report for PlayMaker Award.

participation.		
To use physical activity to support mental wellbeing. - Edsential Engaging Girls in Sport Programme - Edsential Rainbow Programme - Edsential School Engagement Programme	Proposed Impact: Pupils will report an increase in one or more of the key outcomes of the programmes: • Resilience • Self-esteem • Attitudes towards physical activity • Positive mental wellbeing How sustainability will be achieved: • Personal Best programme outcomes will be transferred into the wider curriculum e.g. pupils showing a developing resilience in a range of curriculum areas, not just PE and sport related. • Edsential Rainbow Programme will also act as CPD for staff to further support the emotional wellbeing of children.	How will impact be measured: - Edsential Impact Reports for Edsential Engaging Girls in Sport, Rainbow and School Engagement Programmes. • Staff Voice • Pupil Voice
To use school sport to develop social skills and promote physical activity outside of school. - Competitions and Events, including Edsential Competitions for All Programme - Wirral School Games Dance Festival costings	Proposed Impact: • Participation within competitive sport will support children to further develop teamwork skills, social and communication skills and supported wellbeing through a sense of 'togetherness'. • Increased number of children participating regularly within a sports club/ team as a result of our competitions provision across the year. • Children will develop a love of a sport and the confidence to strive to achieve their best- leading onto more areas of school and personal life. How sustainability will be achieved: • Participation within competitions will lead to an increase in the number of children participating within sports outside of school hours.	How will impact be measured: • Edsential Impact Report for Competitions. • Registers and participation tracking documents. • Pupil Voice
To promote 'Healthy Lifestyles' through PE, sport and physical activity.	Proposed Impact: • Children will develop a deeper understanding of healthy lifestyles, especially around how important the role of sleep is to health and wellbeing.	How will impact be measured: • Pupil Voice

- Edsential Fitness and Nutrition Workshops (x2) - Playground Marking to inspire physical travel		
To support the development of physical literacy and gross motor skills within EYFS and Key Stage 1. - Edsential Fundamentals Programme - Gymfinity Gymnastics Sessions	Proposed Impact: • Increased number of children participating in breakfast and afterschool clubs. • Greater number of children showing a good level of physical competence. • Increased numbers of children meeting Physical Early Learning Goals. How sustainability will be achieved: • Children will continue their participation within sports outside of school hours. • Increase of confidence with own physical ability will lead to participation in more PE / Sport. • Participation within clubs will contribute to children increasing physical competence.	How will impact be measured: • Class discussions and pupil voice • Curriculum PE assessment data (physical skills) • Assessment of Physical ELGs. • Edsential Impact Report for Fundamentals Programme. • Club registers and tracking documents

Actual impact/sustainability and supporting evidence

Intent / Action	What impact/sustainability have you seen?	What evidence do you have?
Increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons. - PE CPD for 4 teachers through 2 x Curriculum Support Programme - Total PE+ Subscription - Edsential Subject Leader Support Programme	Impact: • Staff enhanced their competence and confidence in delivering high-quality curriculum PE lessons, following participation in 4 x half-day bespoke PE CPD sessions each (as evidenced through staff audits). • Lesson observations confirm that pupils consistently receive Quality First Teaching across the entire PE curriculum. • Teaching is effectively supported by our Total PE+ subscription, which enables teachers to make purposeful links with the wider curriculum and promote pupils' social and emotional development. • Curriculum assessments demonstrate a clear increase in the number of pupils achieving age-related expectations in PE compared to the previous year. Evidence of Impact: Staff Voice: • 100% of teaching staff report increased confidence in delivering PE lessons following engagement with the Curriculum Support Programme. • All staff are actively using Total PE+ to plan and deliver high-quality PE lessons that support progression and inclusive practice. Pupil Voice:	Evidence: Curriculum Support Impact Reports - Spring 2 Basketball Curriculum Support Impact Report (https://sway.cloud.microsoft/zSCpKDMrbeY4CS8c?ref=Link&loc=play) Staff Voice: - 100% of staff reported an increase in confidence teaching PE following the Curriculum Support Programmes. - 100% of staff reported an increase in confidence teaching PE through using Total PE+ to support teaching and learning.

	87% of pupils say they enjoy PE lessons and feel challenged and supported during sessions. Curriculum PE Assessment Data: 78% of pupils across the school are currently working at age-related expectations in PE. - Key Stage 1: 78% - Key Stage 2: 79%	
To increase physical activity levels to ensure children are meeting the active 30 minutes within school. - Extra-curricular clubs delivered each half term. - PlayMaker Award delivered to train 15 children from Year 5/6 to enhance lunch time provision	Impact: Extra-Curricular Clubs - A wide range of clubs offered each half term has increased pupil participation in physical activity beyond curriculum PE. - Clubs have supported skill development, promoted teamwork, and improved physical and mental wellbeing. - Pupil voice highlights increased enjoyment and confidence in sport, with a broader range of children—including less active pupils—engaging regularly. PlayMaker Award (Year 5/6 Leaders) 15 trained pupil leaders now support active lunchtimes, increasing structured play and reducing low-level behaviour incidents. - Leadership training has developed pupils' communication, responsibility, and organisational skills. - Lunchtime provision is now more inclusive and purposeful, positively impacting whole-school wellbeing and pupil engagement.	Evidence: Extra-Curricular Clubs: - Total number of children who attended at least one extra-curricular club in 23/24 = 296 68% of KS2 47% of KS1 38% of EYFS - Total number of children who attended at least one extra-curricular club in 23/24 = 290 64% of KS2 45% of KS1 35% of EYFS Compared to 22/23: - Total number of children = 206 58% of KS2 33% of KS1 10% of EYFS Edsential PlayMaker Award Programme Impact: 100% of children who participated felt they gained more confidence in delivering physical activity to younger children.
To use physical activity to support mental wellbeing.	Impact:	Evidence: Edsential Engaging Girls in Sport Programme

- Edsential Engaging Girls in Sport Programme - Edsential Rainbow Programme - Edsential School Engagement Programme	Engaging Girls in Sport Programme • Increased participation and confidence among previously disengaged girls. • Positive shift in attitudes towards PE and sport. • Boost in extracurricular involvement and development of teamwork and resilience. Rainbow Programme • Supports emotional wellbeing through active, inclusive sessions. • Improved self-regulation, behaviour, and classroom engagement. • Particularly effective for pupils with emotional or behavioural needs. School Engagement Programme • Strengthened leadership and strategic planning of PE and sport. • Enhanced staff confidence and quality of PE teaching. • Promoted a whole-school culture of physical activity and wellbeing.	- Read our Impact Report here. (https://sway.cloud.microsoft/2ab18E4eeX2KwonR?ref=Link&loc=play) Edsential Rainbow Programme: - Read our Impact Report here. (https://sway.cloud.microsoft/IB0yxTs9sXqsUgQn?ref=Link&loc=play) Edsential School Engagement Programme: - Read our Impact Report here. (https://sway.cloud.microsoft/qEgOcW5mK8sYcoxM?ref=Link&loc=play)
To use school sport to develop social skills and promote physical activity outside of school. - Competitions and Events, including Edsential Competitions for All Programme	Impact: • Increased participation in a wide range of competitive and inclusive sporting events has raised the profile of PE and sport across the school. • Pupils have developed resilience, teamwork, and sportsmanship through both intra- and inter-school competitions. • The Edsential Competitions for All Programme has ensured that <i>all</i> pupils—regardless of ability—have	Evidence: Number of sporting events entered: - 2024-2025 - 12 - 2023 – 24 - 8 - 2022 – 23 - 9 - 2021-22 – 3 Progression in Swimming  OLSE - Y5 - Autumn 24.pdf  OLSE - Y6 - Autumn 24.pdf

	opportunities to represent the school, boosting confidence, belonging, and enjoyment. • Staff report improved motivation and engagement in PE lessons, with pupils aspiring to take part in future events.	Current Y5 NC Pass Rate 2022-2023 – 5% 2023-2024 – 5% 2024-2025 – 0% Current Y6 NC Pass Rate 2022-2023 – 16% 2023-2024 – 32% 2024-2025 – 29%
To promote ‘Healthy Lifestyles’ through PE, sport and physical activity. - Edsential Fitness and Nutrition Workshops (x2)	Impact: • Pupils gained a clearer understanding of the importance of physical fitness and balanced nutrition. • Workshops were interactive and age-appropriate, increasing pupil engagement and retention of key messages. • Follow-up discussions in class and pupil voice showed improved awareness of how to stay healthy and active. • The sessions supported the school’s whole-child approach to wellbeing and aligned with PSHE and science curriculum goals.	Evidence: • 100% of classes involved actively participated in workshops. • Pupil feedback showed increased motivation to make healthier food choices and be more physically active. • Staff noted improved discussion and understanding around health topics during lessons.
To support the development of physical literacy and gross motor skills within EYFS and Key Stage 1. Edsential Fundamentals Programme GymFinity Gymnastics Sessions	Impact: • EYFS and KS1 pupils made noticeable progress in key areas of physical development, including balance, coordination, and agility. • The Edsential Fundamentals Programme supported high-quality early movement experiences, helping children to develop confidence and body awareness.	Evidence: • Observations show improved gross motor skills and increased participation in PE among younger pupils. • Staff voice indicates increased confidence in delivering early years physical development activities. • Pupil engagement was high throughout, with children expressing enjoyment and pride in developing new physical skills. Edsential Fundamentals Programme Impact: - View our Impact Report here. (https://sway.cloud.microsoft/LBJxw6z1vF21J6Pk?ref=Link&loc=play)

	The Gymfinity F2 sessions introduced pupils to gymnastics in a fun and structured way, promoting strength, flexibility, and spatial awareness.	
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Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

Question	Stats:	Further context - Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	42%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	46%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	32%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes / No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

