

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?
Provide a broad and inclusive range of sports and physical activities across both Key Stages Deliver a high-quality programme of intra and inter-school competitions Increase pupil participation in daily physical activity through the Active 30 initiative Enhance the quality of PE teaching through targeted CPD from specialist teachers	A Broad and Varied PE Offer Across the School A wide range of sports and physical activities have been delivered across both Key Stages, ensuring all pupils have the opportunity to discover and develop their interests. This includes team sports, individual challenges, dance, gymnastics, and alternative activities such as multi-skills and fitness circuits. Strong Participation in Competitive Sport This year, over 80% of pupils across the school have participated in either intra- or inter-school competitions. Events have been embedded into the PE curriculum through end-of-unit games and celebrated through school-wide assemblies and newsletters. Empowered Pupil Sports Leaders Promoting Active Play Trained Sports Leaders have played a key	Internal and external spaces across the school could have been used better to increase participation in physical activity. Timetabling of playground zones, indoor halls, and field areas to their best potential to ensure that PE lessons, active lunchtimes, and extracurricular clubs can run simultaneously and inclusively. Additional time and targeted opportunities could have been provided for less active pupils, particularly in KS2. This includes more opportunities to tailored access to clubs, lunchtime activities, and low-pressure entry points into school sport.	Timetabling clashes or frequent disruptions to PE due to limited hall/field access. Teacher or staff feedback indicating frustration about lack of access to appropriate spaces. Club attendance registers show the same pupils attending repeatedly, with low representation from less active or disengaged children. Pupil voice from less active pupils indicates a lack of opportunities they felt were suited to them (e.g. not confident, too competitive, not enjoyable).

Review of last year 2023/25

role in increasing physical activity during breaktimes and lunchtimes. They have led structured games, supported peers, and encouraged inclusive participation.

Lunchtime observations confirm that Sports Leaders have contributed to improved engagement and behaviour during unstructured times.

Improved Staff Confidence Through CPD and Support

Staff have received regular professional development from PE specialists, including team teaching, modelling, and planning support.

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation

Intended actions for 2024/27

Collaboration with Full of Beans

- Partnering with our coaching group throughout the academic year to deliver high-quality, engaging PE lessons.
- Ongoing support for staff through modelling of outstanding practice and regular CPD sessions to continually raise standards in PE teaching.
- Expansion of extra-curricular opportunities, offering a wide range of sports and physical activities for all pupils to enjoy and explore.

Playleaders Programme

- Continued development of our pupil Playleaders scheme, empowering children to lead games and activities during lunchtimes.
- Promoting leadership, teamwork, and active play to ensure children remain active, engaged, and happy during break times.

Fostering a Strong PE and Sport Culture

- Embedding a whole-school culture where Physical Education, sport, and healthy lifestyles are valued and celebrated.
- Creating inclusive, exciting opportunities for all pupils to participate, succeed, and enjoy being active.

Intra-School Games Competitions

- All PE units will culminate in an **Intra Games Competition**, giving pupils the opportunity to showcase their learning in a fun, team-based format.
- Celebrates effort, skill progression, and sportsmanship while promoting healthy competition across the school.

Development for Staff

- All teachers are provided with opportunities to work alongside the Adam Hodgkinson to develop and share best practices in PE.
- A structured programme of Continuing Professional Development (CPD) has been introduced to target specific areas of development in PE, ensuring all teaching staff are supported and upskilled.

Ongoing CPD and Staff Training

- High-quality CPD delivered through regular staff meetings to embed consistent, effective teaching approaches across the PE curriculum.
- Utilisation of St Helens School Games staff to deliver training and mentoring for both staff and pupils.

Empowering Pupils as Leaders

- PECO and St Helens School Games professionals work in partnership to train pupils as Sports Leaders, promoting confidence, responsibility, and teamwork.

Exciting New Resources and Kit

- Introduction of a brand-new PE kit for pupils, designed for comfort, performance, and inclusivity.
- A new girls' football kit has been generously gifted by Premier League stars, inspiring increased participation and pride.
- Investment in new, engaging playground resources to support active play and enhance the PE curriculum.

Intended actions for 2024/28

Targeted and Inclusive Clubs

- Launch of a **Multi-Skills Club** specifically designed to support and engage children with SEND, ensuring inclusive access to sport and movement.
- Introduction of a **Healthy Living Club** for families, promoting physical activity, nutrition, and wellbeing through shared learning and fun experiences

? Inclusive End-of-Unit Celebrations

- The Assistant Head is working closely with staff to implement inclusive, celebratory games at the end of each PE unit.
- These sessions are designed to showcase skills and knowledge acquired, while ensuring all pupils feel valued and successful.

? Family and Community Engagement

- Parents and carers are invited into school to take part in Healthy Lifestyles sessions, delivered by expert coaches.
- These events encourage active, healthy living and strengthen the school-home partnership in promoting pupil wellbeing.

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. Improved Quality of PE Teaching in collab with Full of Beans • Staff develop greater confidence and competence in delivering PE through coaching and CPD. • Lessons are more engaging, purposeful, and aligned with curriculum goals. 2. Increased Pupil Engagement and Enjoyment • Children are more motivated to participate in PE, lunchtime games, and extra-curricular clubs. • More pupils, including those who are less active or SEND, feel included and successful in physical activity.	1. Improved Quality of PE Teaching Evidence to gather: • Staff CPD logs • Teacher voice surveys (before and after CPD to measure confidence and competence). • Lesson observations and PE learning walks with feedback focused on quality, differentiation, and pupil engagement. • PE assessment records showing pupil progression in physical skills, knowledge, and understanding.
3. Enhanced Pupil Leadership and Responsibility • Playleaders develop confidence, communication, and leadership skills. • Pupils take ownership of their activity time and become positive role models for others. 4. Development of a Positive School Culture Around PE and Health • PE and sport are seen as integral to school life and pupil development, not just an isolated subject. • Pupils, staff, and families value physical activity as part of a healthy, balanced lifestyle.	2. Increased Pupil Engagement and Enjoyment Evidence to gather: • Pupil voice surveys/interviews – asking about enjoyment, inclusion, favourite activities, and suggestions. • Club registers – tracking numbers and diversity of participants (by gender, year group, SEND, etc.). • Behaviour/attitude logs during PE lessons – showing improvements in engagement or self-regulation.

Expected impact and sustainability will be achieved

5. Strengthened Family and Community Involvement

- The Healthy Living Club fosters strong school-home partnerships around wellbeing.
- Families are better equipped to support active, healthy choices at home.

3. Enhanced Pupil Leadership and Responsibility

Evidence to gather:

- **Playleader training logs** – who's been trained and what training was delivered.
- **Rotas or timetables** showing Playleaders in action during lunchtimes.
- **Photographs/videos** of leaders delivering games and supporting peers.
- **Pupil reflections** or journals from Playleaders about what they've learned.
- **Staff or Midday Supervisor feedback** on the impact of Playleaders on behaviour and activity levels.

4. Development of a Positive School Culture Around PE and Health

Evidence to gather:

- **Displays and celebration boards** highlighting PE achievements, sports leaders, and healthy lifestyle messages.
- **Newsletters/social media posts** featuring PE events, competitions, and clubs.
- **Pupil and parent voice surveys** on perceptions of PE and sport in school life.
- **Participation in local sports events** (St Helens School Games, competitions, festivals).
- **Whole-school events** like Sports Day, intra-school competitions, or health weeks.

Expected impact and sustainability will be achieved

✓ 5. Strengthened Family and Community Involvement

Evidence to gather:

- **Attendance registers** from Healthy Living Clubs and family wellbeing sessions.
- **Parent feedback forms** or testimonials about family-focused PE/health initiatives.
- **Partnership logs** showing collaboration with outside organisations (e.g. School Games staff, coaches, health teams).
- **Changes in family lifestyle behaviours** (if tracked through family club questionnaires or discussions).

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. Improved Quality of PE Teaching • Impact: PE lessons are now consistently more structured, purposeful, and inclusive, as evidenced through lesson observations and teacher feedback. • Sustainability: Staff now feel more confident to lead lessons independently, reducing reliance on external support and ensuring long-term improvement in teaching quality.	1. Improved Quality of PE Teaching Evidence you likely have: • Staff CPD records – logs or schedules showing the dates, content, and attendance of PE CPD delivered by Adam H. • Lesson observation notes – formal or informal feedback from SLT or subject leads showing improvements in planning, delivery, and inclusion. • Staff voice questionnaires/surveys – staff reflections on their confidence before and after CPD or team teaching. • Planning samples – showing improvements in structure, progression, and alignment with curriculum. • Pupil progress/assessment tracking – evidence of pupils' skill development over units.
2. Increased Pupil Engagement and Enjoyment • Impact: Pupils are more active, motivated, and enthusiastic about PE. Teachers report improved focus and behaviour during lessons. • Sustainability: With trained staff and ongoing support from sports leaders, these clubs and competitions are embedded in the school calendar.	2. Increased Pupil Engagement and Enjoyment Evidence: • Club registers – showing attendance across after-school sports, SEND multi-skills, and lunch-time activities. • Photos/videos – of pupils participating enthusiastically in PE lessons, intra competitions, and clubs (with photo permissions). • Pupil voice surveys – feedback showing increased enjoyment, sense of achievement, and willingness to participate in PE.
3. Enhanced Pupil Leadership and Responsibility • The Playleaders programme has flourished this year. Pupils have been trained to lead games at lunchtimes, improving behaviour and increasing active play. • Impact: Playleaders have developed essential communication and leadership skills, while lunchtime activity levels have significantly increased. • Sustainability: This programme is pupil-led and now forms part of the school's leadership development approach, allowing for new cohorts to be	

Actual impact/sustainability and supporting evidence

trained each year.	Competition participation data – tracking involvement in intra-school and School Games events.
4. Development of a Positive School Culture Around PE and Health - PE, sport, and wellbeing are now central to school life. End-of-unit intra competitions and public celebration of achievements have helped foster a strong sense of pride. Impact: Pupils view PE positively and understand its role in leading a healthy, balanced life. Staff and pupils alike now see physical activity as part of our core school values. Sustainability: Regular events, visible displays, and embedded routines ensure this culture continues to thrive.	3. Enhanced Pupil Leadership and Responsibility Evidence: Playleader training logs – listing pupils trained, training delivered, and dates. Lunchtime rota/timetables – showing Playleaders' responsibilities across the week.
5. Strengthened Family and Community Involvement - The introduction of a Healthy Living Club for families has promoted shared understanding of nutrition, physical activity, and wellbeing. Parental engagement has also grown through events and partnerships. Impact: Families report feeling more informed and involved in their children's health and lifestyle choices. Sustainability: With positive feedback and strong attendance, the Healthy Living Club is set to continue and grow in the next academic year.	4. Development of a Positive PE & Health Culture Evidence: Newsletter content / social media posts – highlighting sporting success, competitions, family clubs, or new kit/resources. Intra-school competition schedule – showing regular end-of-unit events. PE curriculum handbooks – showing PE progression and integration of health, competition, and inclusive practice. School values and assemblies – referencing sport, perseverance, teamwork, and health topics.

Actual impact/sustainability and supporting evidence

5. Strengthened Family and Community Involvement

Evidence:

- **Healthy Living Club attendance records** – family names, session topics, and engagement levels.
- **Parent feedback forms or surveys** – comments about how the club has supported them or changes they've made at home.