

PE Funding Evaluation Form 2024-25

Commissioned by



Department
for Education

Created by



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.

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>Forest School sessions and OPAL implementation significantly increased physical activity during break and curriculum time.</p> <p>All Year 6 pupils met national swimming requirements.</p> <p>The Get Set 4 PE scheme improved lesson consistency and staff confidence.</p> <p>Successful enrichment experiences such as Rich Parker's visit and the Chinese Dance Workshop broadened pupils' exposure to new activities.</p> <p>Achieved the School Games Gold Mark, recognising competitive sport provision.</p>	<p>Pupil voice surveys indicated enjoyment and increased participation during breaktimes and Forest School.</p> <p>100% of Year 6 cohort met swimming and water safety standards.</p> <p>Staff feedback from CPD and Get Set 4 PE showed improved confidence and subject knowledge.</p> <p>High engagement levels were observed during workshops and external visits.</p> <p>Achieving the School Games Gold Mark demonstrates strong competitive provision and inclusive practice.</p>	<p>Resource damage/loss (e.g balls, storage boxes)</p> <p>Not all staff yet feel confident leading outdoor adventurous activities (OAA) independently.</p> <p>Weather disruptions</p> <p>Storage of resources - PE shed often gets messy as resources aren't stored effectively.</p>	<p>Staff shared lower confidence in OAA delivery compared to other PE strands.</p> <p>PE lead noted increased frequency of replenishment requests and missing/lost equipment.</p>

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Maintain implementation of OPAL (outdoor play and learning) as this has supported activity levels during the school day.</p> <p>Maintain and expand participation in competitive sports and interschool events.</p> <p>Continue Forest School curriculum and afternoon sessions to engage all pupils in regular physical activity.</p> <p>Continue to raise the profile of PE through specialist coaches, Wellness Week, and enriching workshops.</p> <p>Offer pupils a broader range of sports and outdoor learning.</p> <p>Improve staff confidence in teaching PE via ongoing CPD and consistent use of the Get Set 4 PE scheme.</p>	<p>Continue investment in OPAL through training updates, staff support, and play audits.</p> <p>Allocate funding for kits and equipment to enable pupils to attend trust wide and local competitions.</p> <p>Fund ongoing Forest School sessions. Monitor physical activity through participation logs and pupil voice.</p> <p>Work with external providers (e.g. Ian Snowling, Hollie Pinder) to deliver PE and enrichment sessions. Plan Wellness Week events with clear focus on physical and mental wellbeing.</p> <p>Purchase a wide range of sports and outdoor learning equipment. Use these in PE lessons, other curriculum lessons, breaktimes, and Forest School.</p> <p>Renew Get Set 4 PE subscription. Provide CPD through supply cover and planning support. Use lesson observations and staff feedback to assess impact on confidence and teaching quality.</p>

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?
<p>Increased daily physical activity across all pupils, with more active breaktimes and outdoor sessions through Forest School and OPAL.</p> <p>Improved staff confidence and skill in teaching PE, ensuring long-term sustainability beyond the funding year.</p> <p>Broader access to inclusive and enriching sport and outdoor opportunities, reducing barriers for PP, SEND, and less active pupils.</p> <p>Higher levels of participation in competitive sports, developing resilience, teamwork, and school pride.</p> <p>Embedded culture of physical activity through events like Wellness Week and long-term curriculum improvements.</p> <p>New equipment and CPD will support ongoing delivery even as staffing or budgets change in future years.</p>	<p>Pupil voice showing enjoyment and engagement in PE and outdoor activities.</p> <p>Staff feedback from CPD and lesson monitoring showing increased confidence and use of the PE scheme.</p> <p>Photographic and video evidence of activities, events and outdoor learning.</p> <p>OPAL audit tools showing improvements in breaktime activity quality.</p> <p>School Games Mark award submission and outcomes.</p> <p>PE lead reports reflecting impact against key indicators and priorities.</p>

Expected impact and sustainability will be achieved

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Improved physical activity levels during the school day due to OPAL and Forest School implementation. Pupils are more active and engaged during breaktimes.</p> <p>Greater staff confidence in delivering PE due to CPD and use of Get Set 4 PE – leading to higher quality, more consistent lessons.</p> <p>Wider pupil participation in a variety of sports and outdoor learning activities, including climbing, gardening, dance, and Forest School.</p> <p>Inclusive access to physical opportunities for Pupil Premium and SEND pupils, especially via funded clubs and offsite visits.</p> <p>Increased competitive engagement, with more pupils taking part in Trust competitions.</p> <p>Sustainable improvements through investment in resources, infrastructure and training that will benefit future cohorts.</p>	<p>Pupil voice surveys showing enjoyment and improved attitudes toward physical activity.</p> <p>Staff feedback forms and CPD evaluations indicating increased subject knowledge and confidence.</p> <p>Activity logs and attendance records from after-school clubs, Forest School, and interschool competitions.</p> <p>Photos and videos of active sessions and events (e.g. Wellness Week, dance workshops, Forest School).</p> <p>OPAL audit results and playtime observations showing more purposeful and physically active breaktimes.</p> <p>Award of the School Games Gold Mark, demonstrating strong sport provision and sustained competitive opportunities.</p>