





# PE Funding Evaluation Form

**Commissioned by**

Department for Education

**Created by**

association for Physical Education

YOUTH SPORT TRUST

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 2024/25.
- 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.*

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## Review of last year 2024/25

**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? |
|---|---|---|---|
| -Staff confidence in teaching PE increased. | -80% of teachers reported that they feel confident or have enough knowledge when delivering and teaching gymnastics.<br>-80% of teachers reported that they feel confident or have enough knowledge when teaching and delivering dance.<br>-100% of teachers reported that they feel confident or have enough knowledge when teaching and delivering games.<br>-50% of teachers reported that the previous PE planning was difficult to follow and that they were unable to complete all aspects of the lesson. This was due to either time or that the lesson was not pitched correctly for our children.<br>-90% of teachers reported that the new adapted planning was easy to follow, achievable with timings and more concise. | -Dance CPD is required to support staff when teaching and delivering dance. | -Although 80% of teachers reported that they are confident or have enough knowledge to teach dance, only 20% of staff reported that they feel very confident. 50% of teachers also reported that dance is their least favourite unit of PE to teach.<br>-Planning has not yet been adapted for the dance units, this is to allow the PE subject lead to attend dance CPD. |

## Review of last year 2024/25

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| -Adapted planning has supported staff to support higher attainers, lower attainers and children with SEND. | -Planning now has clear scaffolds to allow children to access the lesson in a level appropriate to them. Monitoring has shown that staff are using these more consistently as well as challenge and support being more consistent across school. | | |
| Lessons in year 1 and 2 are more consistent across the year in terms of their delivery and content. | --Planning has been amended in most areas of PE for year 1 and year 2 units of PE. This includes the units: fundamentals, ball skills, gymnastics, net and wall games, invasion games and athletics.<br>-Lesson observations in both year 1 and 2 showed much more consistency. Staff were delivering the same activities, sharing the key vocabulary and using resources such as videos in the same way.<br>-The planning shows progression from year 1 to 2 in the same units and ensures that children have the opportunity to retrieve and build on prior learning. | | |
| PPG children have had more opportunity to attend a variety of extracurricular activities. | -Year 2 PPG children have been attending a range of different clubs including archery, football, multi-skills and dance.<br>-12 free PPG places have been given out to PPG children each half term. These are | | |

## Review of last year 2024/25

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| | children who were not previously attending any sports clubs inside or outside of school. | | |
| There has been an increase in the number of children in KS1 working at above ARE. | -Data has shown that 17% of children in KS1 are working above ARE. Staff are able to offer these children additional challenge within lessons as this is now included in the planning.<br>-Assessment grids have been amended for children in KS1 to allow for progression to be captured. This has been shared with staff. | | |
| Phase 1 of the OPAL project has been introduced within school | Staff CPD on OPAL and the importance of opportunities for physical development at playtimes has been shared with all staff. This has been reinforced through the delivery of weekly staff briefings, assemblies with children weekly and meetings with lunchtime supervisors.<br><br>-Children now have access to the following areas at play and lunch times; climbing frame, bark area, dolls, music, stage and dressing up, water area, loose parts area, football area and multiple small world areas.<br>-Pupil voice took place in Autumn and in | | |

## Review of last year 2024/25

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| | June, many of the responses have changed significantly;<br><br>Q: Are you able to build things?<br>Autumn Term- All of the responses said that the children had nothing to build with.<br>Summer Term - Children quoted that they have access to crates, tyres, cardboard, wooden blocks and Lego.<br><br>Q: What do you enjoy doing at playtimes?<br>Autumn Term - Running, playing football and sitting with friends were the most common answers.<br>Summer Term - Seesaws, colouring, dinosaurs, climbing frame, chalk, cars, playhouse, water play, playing with Lego and dancing to the music were the most common answers.<br><br>Staff voice for OPAL has also reported that behavior incidents have decreased significantly, both during playtimes and afterwards. Many staff have reported how the children are much more engaged in play as well as developing skills such as problem solving and teamwork. | | |

## Review of last year 2024/25

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| The profile of PE has been raised across school | We have delivered a sports week. This has taught children about key sporting moments and events. Children have had the opportunity to learn about the Women's Euro's and to have a focused PE lesson on this.<br>A free yoga club was delivered by a staff member for 20 children in Year 2 after school.<br>Staff now value the importance of playtimes and that all children have the right to play. All children now play for the entire of their break times with no interventions taking place at these times. | | |

# Intended Actions for 2025/26

| What are your plans for 2025/26 | How are you going to action and achieve these plans? |
|---|---|
| Intent | Implementation |
| -To improve staff subject knowledge and confidence when delivering dance. | -Dance CPD will be delivered to staff before they teach dance units. This will be based on CPD training that will be attended by the PE subject lead.<br>-Dance planning will be adapted by the PE subject lead. This will include teaching points, and scaffold for high attenders, low attainers and children with SEND. |
| -To improve opportunities and access to physical activity for our disadvantaged children. | -Disadvantaged children in KS1 will continue to be offered to free club spaces throughout the year. |
| -To further develop physical play opportunities through the implementation of OPAL phase 2. | -OPAL phase 2 will be launched. This will further provide physical play opportunities for children at lunch times. This will include the introduction of hill climbing, den building with large loose parts, a digging area, a wheeled area and a sand pit. These activities will require some resources to be purchased and donations will be requested to supplement this. |

## 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? |
|---|---|
| -Staff will have increased confidence relating to subject knowledge and delivery of dance. | -Staff voice will show an increase in staff feeling confident in both their subject knowledge and teaching of dance.<br>-Planning will be adapted with clear teaching points.<br>-Monitoring will take place to observe dance specifically and to observe the consistency across school.<br>-Staff will have attended a dance CPD session. |
| -Disadvantaged children will have experienced a broad range of physical activity throughout the year. | -Club registers to monitor which children are accessing clubs as well as which clubs they have attended.<br>-A register of children who attend the enrichment days will be kept.<br>-Specific children will be selected, these will focus on children who do not usually attend clubs both in and out of school. |
| -Children will have more play opportunities at lunchtimes, through the continued implementation of OPAL. | -Site plans will show the new areas that children will have access to.<br>-Pupil and staff voice will be collected throughout the year.<br>-Weekly play assemblies will take place.<br>-Monitoring will take place to continue to develop and improve the provision.<br>-Behavior and the number of injuries will continue to improve across school.<br>-Children will be really positive about play and they will be able to talk about different play types. |

## Actual impact/sustainability and supporting evidence

| What **impact/sustainability** have you seen? | What **evidence** do you have? |
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| -Staff will have increased confidence relating to subject knowledge and delivery of dance. | -All teaching staff have attended a dance CPD session delivered by the PE subject lead. The CPD session showed teachers what a dance lesson might look like, what the planning process involves and helping staff to understand what the end goal for children is.<br>-The PE subject lead has attended two different dance CPD courses throughout the year to improve their knowledge. This has allowed information and knowledge to be shared with staff. The PE lead now has an increased knowledge and confidence for delivering and planning dance which will enable them to support teachers.<br>-Staff fed back that they found the CPD session very helpful and that they now think of dance differently. They were very positive about teaching dance this way in the next academic year.<br>-Monitoring is planned for next academic year when this is introduced. |
| -Disadvantaged children will have experienced a broad range of physical activity throughout the year. | Disadvantaged children have been offered free places at after school sports clubs throughout the school year. The uptake on these has been positive. These have allowed children to try out new sports such as archery. |
| --Children will have more play opportunities at lunchtimes, through the continued implementation of OPAL. | -Staff have been released throughout the year to support the preparation, running and delivery of OPAL.<br>-Resources have been purchased to provide further play opportunities to children. These are replenished and checked regularly by staff. |

## Actual impact/sustainability and supporting evidence

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| | -The OPAL lead has delivered CPD to lunch time staff (play workers) to ensure that play opportunities are consistent.<br>-Play assemblies remained regular and were delivered and planned by the OPAL lead. This involves creating a safe play environment for children with their input.<br>-Lunch time behavior has improved when OPAL is fully open to children.<br>-Risk benefit assessments have been completed for all zone that carry a risk. These are updated accordingly and reviewed as necessary. |