

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?
1. Diverse PE Offer & Equipment Investment	Significant investment in a variety of sports resources—cricket, netball, football, athletics—which broadened the PE curriculum and enhanced engagement across all year groups.	1. Limited Impact in Some Intervention Areas	A small number of pupils (particularly lower-attaining swimmers or less active groups) did not fully meet set targets, requiring further bespoke support.
2. Boosted Swimming Outcomes	Achievement of strong Year 6 swimming results—children meeting national expectations—indicates effective targeted interventions and high-quality provision.	2. Inconsistent Competitive Engagement	Despite strong fixtures in some areas, participation data shows that particular year groups or sports (e.g., boys' football or underrepresented groups in netball) had lower engagement than expected.
3. Staff Development & Confidence	External coaching and planners such as Get Set 4 Education, helping staff feel better equipped to teach varied sports. Teacher feedback and CPD logs were cited.	3. Resource Management Issues	A number of items (e.g., small equipment, stopwatches) were prone to loss or required replacement mid-year—suggesting room for improved equipment tracking and budgeting.

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) Enhance PE curriculum: investing in golf, cricket, tennis, netball, rounders, and football equipment. 2) Improve competitive opportunities: through new team sports gear and access to competitions. 3) Promote swimming competency: subsidised lessons to meet national expectations. 4) Develop teaching quality: through coaching partnerships (Sporting Sensations, Get Set 4 Education). 5) Boost physical activity and wellbeing: via playground equipment and sports infrastructure.	Golf: Golf complete set, irons, putters, and air flow balls enhanced curriculum variety, offering a non-traditional sport that develops precision, coordination, and resilience. Cricket: Bats (sizes 3 and 5), stumps, and foam balls enabled full-class participation and safe skill progression for all year groups. Tennis: Buckets and boxes of tennis balls, 11 rackets, table tennis nets, and shuttlecocks allowed delivery of racket sport units tailored to age and ability. Netball: A full class set (30) of netballs supports full-pitch, high-engagement lessons and team formations. Rounders: Hard and soft rounders balls gave flexibility to teach skills progressively and safely. Football: Multi-buy of size 4 footballs ensures high-quality resources for drills, games, and fixtures. Supporting Equipment: Whistles, cones, and measuring tools support effective lesson delivery and progression tracking. Team Gear: Additional netballs, footballs, tennis equipment, and whistles supported regular after-school clubs and competitive fixtures.

Intended actions for 2024/26

Stopwatches: For timing and officiating athletic events during sports days and competitions.

Line Marking & Measuring Equipment: Supported accurate pitch marking for tournaments and sports day.

Golf Competition Entry: Funding for pupil entry into golf competition (I Reeves WPDD-760) broadened our competition offer.

Swim Gala Charges: Participation in B&NES swimming events ensured pupils accessed competitive aquatic sport.

Gym Competition Travel Fees: Enabled safe and inclusive participation in gymnastics events beyond the school.

Swim School Contribution: £500 part-funded access to additional swimming instruction.

Swimming Gala Entry (BATHNES-CAZ): Provided opportunities for proficient swimmers to represent the school competitively.

Sporting Sensations (via Sports Programme 24–25): Supported staff CPD through co-teaching, modelling, and team-teaching strategies.

Get Set 4 Education (August & May 2025 packages): Provided curriculum resources, progressive planning, and in-school support to ensure a well-sequenced and inclusive PE curriculum.

Partnership Working: Enabled subject leadership support, CPD for staff across EYFS–KS2, and shared best practice in PE delivery.

Intended actions for 2024/27

Playground Balls (multiple sets): Boosted lunchtime and breaktime activity, ensuring all children have access to physical play.

Skipping Rope (41ft) & Play Hoops: Encouraged cooperative games and cardiovascular activity at breaktimes.

Sports Bands: Supported structured team play and lunchtime clubs.

Reward Stickers: Motivated effort and sportsmanship during sports day and PE.

Beach Ball & Foam Balls: Provided safe options for EYFS and lower KS1 play.

Measuring & Line Paint: Helped create structured zones for outdoor activity areas and events.

Equipment Delivery & Carriage Costs: Ensured timely setup of new resources to support wellbeing initiatives.

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?
Increased Engagement & Enjoyment The refreshed and varied resource stock boosted participation in PE lessons and break times. Sports day was vibrant and inclusive, with new reward stickers enhancing motivation. Skill Development & Confidence • Golf coaching enhanced children's technique, teamwork, and confidence. • Summer cricket, tennis, and rounders units delivered using quality equipment. • Swimming lessons helped move more children toward national swimming standards. Expanded Access to Competitive Sport • New footballs, netballs, whistles, and stopwatch equipment facilitated regular after-school sports and competitive fixtures. • Partnerships enabled inter-school tournaments and swimming galas, widening pupils' competitive horizons. Teacher Confidence & PE Delivery • External coaches upskilled staff, especially in less familiar sports like golf and tennis. • 'Get Set 4 Education' PE modules supported curriculum planning and sequencing across year groups.	1. Pupil Voice & Engagement Monitoring • Pupil surveys and informal feedback during lessons and after events show increased enjoyment and confidence in PE and physical activity. • Higher levels of participation in after-school clubs and lunchtime sport indicate that children are more motivated and willing to be active. • Observation logs during playtimes show greater use of new equipment and more structured games being played independently. 2. Teacher Feedback & Curriculum Delivery Evidence • Staff surveys and CPD reflections show increased confidence in teaching sports like golf, cricket, and tennis due to external support and improved equipment. • Teachers report better engagement and skill development using 'Get Set 4 Education' schemes, enabling consistent, progressive planning across the school. • Learning walks and lesson observations demonstrate active, well-structured, and inclusive PE lessons. 3. Pupil Progress Tracking

Expected impact and sustainability will be achieved

- A consistent sports programme provided support in lesson delivery and assessment.

- PE assessment records show improvements in physical literacy, fundamental movement skills, and sport-specific competence.
- Swimming records indicate more pupils achieving the required 25m standard and developing key water safety skills.

4. Competition Participation & Outcomes

- Participation registers for football, gymnastics, and swimming galas confirm an increase in the number of pupils representing the school in competitive sport.
- Feedback from pupils and staff shows increased enthusiasm for events, and improved team performance reflects skill progression.

5. Inclusive Sport & Wellbeing Measures

- All pupils, including those less active or with SEND, are accessing a broader range of activities through differentiated resources and inclusive planning.
- Behaviour reports and wellbeing data show positive trends, supported by structured, active breaktimes and clear expectations reinforced by new equipment and reward systems.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Impact • Broader Curriculum Offer: Introducing new sports such as golf and reinforcing core sports like cricket, tennis, and netball has diversified the PE curriculum, increasing pupil engagement and inclusivity across year groups. • Improved Skill Progression: Access to quality equipment has led to better learning outcomes in lessons. Pupils are now engaging with age-appropriate resources that allow for progressive skill development. • Enhanced Pupil Confidence: Golf coaching, structured swimming support, and regular opportunities to represent the school in fixtures have contributed to visible improvements in pupil self-esteem, motivation, and teamwork. • Stronger Competitive Profile: Participation in local fixtures, tournaments, and swimming galas has strengthened the school's sporting culture and provided aspirational opportunities for pupils of all abilities. • Staff Development: Through support from Sporting Sensations and Get Set 4 Education, staff feel more confident delivering a wide range of sports. Curriculum planning is more consistent, aligned to national standards, and sustainably embedded. • Increased Physical Activity at Break Times: The provision of structured play equipment (balls, skipping ropes, hoops) has transformed playground culture, especially for children less likely to engage in formal PE. Break and lunch times now provide meaningful physical activity.	1. Broader Curriculum Offer • PE planning documents showing inclusion of new sports (e.g. golf units). • Pupils using new cricket, netball, tennis, and rounders equipment. • Curriculum timetables and medium-term plans reflecting a wider sport offer. • Pupil voice surveys showing enjoyment of and engagement with new sports. 2. Improved Skill Progression • Teacher assessment data showing progression in key PE skills. • Photos from lessons showing pupils engaging with new, age-appropriate equipment. 3. Enhanced Pupil Confidence • Observational records from staff noting increased pupil participation and teamwork. • Feedback from pupils following golf coaching and swimming lessons. • Increased uptake in extracurricular clubs or sports teams. 4. Stronger Competitive Profile • Fixture lists, match reports, and tournament results for football, netball, swimming and more.

Actual impact/sustainability and supporting evidence

Sustainability

- **Durable Equipment:** Most of the resources purchased (e.g., netballs, tennis equipment, stumps, goal sets) are high-quality and will serve the school for multiple academic years, reducing future reliance on funding for replacements.
- **Upskilled Staff:** CPD delivered through coaching partnerships and the Get Set 4 Education modules builds staff expertise and confidence. Teachers now have curriculum-aligned plans and assessment tools that can be re-used and adapted over time.
- **Inclusive Competitive Framework:** The foundation for regular intra- and inter-school sports is now in place, with reusable equipment and structured support making competition more accessible and sustainable moving forward.
- **Active Play Culture:** Investment in playground equipment has shifted the culture of informal physical activity, with resources that promote longevity and require minimal ongoing cost.

- Registers of pupils representing the school in competitions (including breakdown by gender/SEND).
- Communication with parents (e.g. newsletters) showcasing sporting achievements.

5. Staff Development

- Lesson observations noting improved confidence and subject knowledge.
- Planning documentation using Get Set 4 Education modules and assessment tools.

6. Increased Physical Activity at Break Times

- Pupil surveys or informal feedback showing increased enjoyment of active play.