

# 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?
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.			
<p><u>Staff CPD</u> Staff audit identified areas for CPD which were addressed through targeted training.</p> <p>pupil voice completed to gauge engagement, check understanding and area for development</p> <p><u>PE lead attending CPD courses</u> Attend courses across the year to keep up to date with PE knowledge and current effective practice.</p> <p><u>PE Hub subscription</u> Access to high-quality teaching for delivering a rich and challenging PE curriculum to help deliver consistent, challenging lessons.</p>	<p>Staff feedback showed increase in staff confidence and competence.</p> <p>Pupil voice reflected high enjoyment in lesson and showed the curriculum was engaging and at an accessible level of challenge.</p> <p>PE lead shared current practice with colleagues which enriched teaching.</p>	<p>Staff reported lack of confidence in delivering dance.</p>	<p>Staff audit revealed ongoing needs in dance, guidance and support may be needed.</p>
Key indicator 2: Engagement of all pupils in regular physical activity			
<p>Active break and lunchtimes - new playground equipment (balls, hoops, bats, cricket sets, etc.) increased activity levels at lunch and break times.</p>	<p>Pupil voice showed children feel more engaged in break and lunchtimes.</p>	<p>At times, equipment was not used effectively due to lack of monitoring and clear routines.</p>	

## Review of last year 2023/25

<p>Play leaders – ten Year 5 children trained to become play leaders to actively support KS1 children in structured inclusive games.</p> <p>Sport clubs - after school and lunch time clubs – girls’ football, netball, cricket, multi skills – contributed to wider participation of activity.</p> <p>Active lessons -_All children access forest school using new equipment during their outdoor learning creating active opportunities for all.</p> <p>Active lessons - Teachers consistently incorporate active opportunities supported by Go Noodle, BBC Super Movers, Cosmic Yoga and Jump Start Jonny into lessons, promoting focus and active opportunities.</p> <p>Active lessons - Jump Ahead intervention to support SEND and motor skills challenges showed improved coordination, focus and confidence in active learning.</p>	<p>Observations of play time showed increased activity levels in structured, inclusive play due to playleaders.</p> <p>Clube registers showed increased activity levels.</p> <p>Teacher feedback shows positive impact on wellbeing and engagement.</p> <p>Teacher feedback confirmed integration of active learning strategies.</p> <p>Children show measured improvement in motor skills and classroom confidence.</p>	<p>Some playleaders struggled to maintain engagement and manage behaviour without support.</p>	<p>Staff feedback to identify areas needing more support on the playground.</p>
<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>			
<p><u>Active 60 mins</u> Staff meeting to raise awareness of 60 active minutes per day, including PE and the school day. <u>Celebration Assembly</u> Regular certificates awarded to pupils for</p>	<p>Lesson observations showed physical activity throughout the day including classroom movement breaks and transitions.</p> <p>Pupil voice highlighted positive impact of PE</p>	<p>Some classes struggled to maintain consistent daily activity outside of PE lessons.</p>	<p>Staff voice revealed variation in how actively each class implemented the 60 minutes of movement per day.</p>

## Review of last year 2023/26

<p>improvements /effort /values in PE and sport</p> <p><u>OAA training</u> OAA was identified as a development priority in the staff audit. Targeted CPD helped improve confidence and knowledge in delivering this.</p> <p><u>Key Stage 2 swimming enhancement</u> Swimming provision for Year 5/6 to attend additional booster swimming sessions due to less children making progress in year 4.</p>	<p>awards on motivation and participation.</p> <p>Staff feel more confident delivering OAA lessons.</p> <p>Data showed improvement in swimming proficiency for pupils attending booster sessions.</p>	<p>Although staff confidence improved, further mentoring is needed to fully embed the Enrich OAA enrichment.</p> <p>While booster sessions were helpful, not all targeted children made sufficient progress.</p>	<p>Swimming data showed some children still below expected progress despite additional support</p>
<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>			
<p><u>Extra-Curricular clubs</u> A broad range of clubs were delivered by external providers engaging children in active sessions. Cost of hall hire covered to support activity and cost of living crisis and increasing access for all.</p> <p><u>Key Stage 2 OAA enrichment</u> Year 5 residential provided children with valuable experiences in kayaking, SUP, rock climbing, skiing, bouldering, orienteering developing resilience, teamwork and independence.</p>	<p>Attendance records showed high participation rates.</p> <p>Pupil and staff voice showed improved confidence as a result.</p>	<p>Some clubs saw fluctuating attendance.</p> <p>While the trip was impactful, skills learned from the experience could be imbedded further in the curriculum.</p>	<p>Few opportunities to consolidate children's learning back in school.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>			

## Review of last year 2023/27

<p><u>Multi skills day</u> Multi skills Day provided KS1 children their first experience of inter-school competition. Developing confidence and enjoyment of sport.</p> <p><u>Chailey School Alliance</u> KS2 children accessed a range of competitive events.</p> <p><u>Sports Day</u> All pupils had the opportunity to compete in a variety of athletic activities with stickers used as a reward to promote participation and effort.</p> <p><u>LKS2 and UKS2 house competitions</u> Intra school competitions gave children the experience a structure, supportive competitive environment throughout the year.</p>	<p>Staff observations and feedback showed high levels of enjoyment and positive behaviour in sports and multi skills day.</p> <p>Staff monitoring reflected consistent engagement in house competitions.</p>	<p>Not all pupils had equal access to inter-school competitions due to scheduling.</p> <p>While inclusive, some events lacked appropriate differentiation for SEND pupils.</p>	<p>Teacher's and children's feedback.</p> <p>Some children need more structured activities to sustain engagement.</p>
--	--	--	---

## Intended actions for 2024/28

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><u>Staff CPD and curriculum development</u> To ensure all teaching staff can deliver a rich, challenging and inclusive PE curriculum enhancing consistency and quality across all year groups.</p> <p><u>Active lessons and forest school</u> To embed physical activity into daily teaching and outdoor learning to support children's wellbeing, focus and physical development.</p> <p><u>Jump Ahead and SEND inclusion</u> To support pupils with additional needs in developing fine and gross motor skills enabling greater access to physical education and classroom learning.</p> <p><u>Active 60 minutes</u> To ensure all children are active for at least 60 minutes (20 minutes for SEND) per day, in and beyond the school curriculum.</p>	<p>Conduct updated staff audit to identify confidence and skills gaps.</p> <p>Provide tailored CPD sessions (e.g. dance) based on audit results.</p> <p>Ensure PE lead continues to attend external CPD and shares learning in staff meetings.</p> <p>Continue PE Hub subscription for structured planning support.</p> <p>Promote the use of Go Noodle, Jump Start Johnny, Super Movers, Cosmic Yoga and active curriculum activities through planning support and staff meetings.</p> <p>Maintain and enhance Forest School provision, ensuring all classes access the resource termly and equipment remains in good condition</p> <p>Deliver targeted Jump Ahead sessions/ inclusion festivals to identified SEND pupils.</p> <p>Hold staff refresher training on Active 60 strategies.</p> <p>Integrate movement into lessons, break times, and transition periods.</p>

## Intended actions for 2024/29

### OAA Training & Residential

Build on existing momentum to enhance staff confidence in Outdoor and Adventurous Activities and broaden opportunities for pupils.

Provide follow-up OAA training for staff, including hands-on session modelling.

Link Year 5 residential to curriculum learning with structured follow-up activities back in school.

Include OAA challenges in PE curriculum across KS2.

### Swimming Enhancement

Ensure more pupils meet national curriculum swimming requirements by the end of Year 6

Offer targeted Year 5 and Year 6 booster swimming sessions.

Track individual progress closely and liaise with providers for tailored support.

Include swimming in pupil premium planning where applicable

### Extra-Curricular Clubs & Community Access

Promote wider participation in physical activity outside the school day, especially for vulnerable and less active pupils.

Partner with engaging external providers; ensure activities are inclusive and appealing.

Subsidise hall hire and resources to keep clubs free or affordable.

Track participation data by year group, gender, and disadvantaged status.

### Pupil Voice

Ensure pupil needs and preferences are reflected in PE and sports provision.

Conduct bi-annual pupil voice surveys and small group interviews.

Analyse responses to inform club offerings, curriculum development, and resource purchasing



## Intended actions for 2024/30

### Play Leaders & Active Breaks

Enhance the quality of active playtimes and support KS1 pupils in positive physical engagement.

Re-train Year 5 Play Leaders annually and rotate roles termly.

Invest in playground equipment and establish a clear system for rotation and care.

Staff to supervise and encourage structured play activities.

### Sports Coaches (Clubs & Lunchtimes)

Broaden access to quality sports experiences through well-delivered clubs.

Continue provision of lunchtime and after-school coaching in football, netball, cricket, and multi-skills.

Monitor club uptake and rotate offerings to match interests.

Ensure alignment with school PE values and safe practice.

Organise a Multi Skills Day for KS1 with local schools.

Maintain membership in the Chailey School Alliance to access a range of competitions and festivals.

### Competitive Opportunities & Events

Provide a variety of competitive experiences for all children, fostering teamwork, resilience, and sportsmanship

Deliver inclusive Sports Day events with rewards focused on participation and personal bests.

Run regular LKS2 and UKS2 house competitions in a range of sports, incorporating leadership and officiating roles for older pupils.

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><u>Improved quality of PE teaching across the school</u> - Staff will demonstrate increased confidence and competence in delivering a broad, balanced, and inclusive PE curriculum through ongoing CPD, use of PE Hub, and targeted training.</p> <p><u>Increased pupil engagement and physical activity levels</u> - Through Active 60 initiatives, active break/lunch provision, and high-quality extra-curricular clubs, pupils will engage in regular physical activity daily.</p> <p><u>Greater inclusivity and participation</u> - Pupils with SEND or motor coordination challenges will make measurable progress through interventions like Jump Ahead. Extra-curricular access will be widened via funding support and targeted engagement strategies.</p> <p><u>Higher attainment in swimming</u> - More Year 6 pupils will meet the national curriculum swimming expectations due to booster sessions and earlier intervention.</p> <p><u>Sustained culture of physical activity</u> - Active lessons, pupil leadership (e.g. Play Leaders), Forest School, and house competitions will embed daily movement into the wider curriculum and school ethos.</p> <p><u>Embedded competition and celebration</u> - Children will experience a variety of meaningful competition formats (intra/inter-school), building resilience, motivation, and sportsmanship, reinforced through celebration assemblies.</p> <p><u>Staff-led sustainability</u> - By investing in staff training and leadership (PE Lead CPD, staff audit feedback loops), the improvements will be sustainable beyond the funding year.</p>	<p>Staff audits and lesson observations: Will show increased confidence and improved delivery of PE across all year groups.</p> <p>Pupil voice and participation data: Will reflect higher levels of enjoyment, engagement, and regular participation in PE, sport, and physical activity.</p> <p>Club registers and activity trackers: Will provide data on the range and demographics of pupils participating in clubs and competitions.</p> <p>Swimming assessment records: Will track individual progress in achieving the three swimming and water safety requirements.</p> <p>Jump Ahead progress reports: Will document developmental improvements for targeted pupils.</p> <p>Photographic and video evidence: Will capture involvement in Sports Day, competitions, Forest School, and playtime activities.</p> <p>PE subject leader files and action plans: Will show alignment with priorities and progress towards long-term sustainability</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Improved teacher confidence and curriculum delivery: Staff are more confident in delivering a broad, inclusive PE curriculum thanks to CPD, staff audits, and the use of the PE Hub. OAA and active learning approaches are more frequently integrated into planning and lessons.</p> <p>Established active culture across the school: Active 60 initiatives are embedded across the day through regular classroom movement breaks, structured playground activities, and leadership roles like Play Leaders. Forest School sessions continue to run across all year groups.</p> <p>Sustained pupil engagement in physical activity: Pupil interest in physical activity has increased, particularly through lunchtime and after-school clubs, house competitions, and sports events. Inclusivity has also improved, with more girls and SEND pupils taking part.</p> <p>Ongoing targeted intervention for SEND pupils: The Jump Ahead programme continues to support fine and gross motor skills development with clear progression observed in pupil coordination, classroom focus, and engagement in PE.</p> <p>Broadened access to competition and enrichment: Pupils across all key stages now regularly take part in competitions and enrichment events, including inter-school fixtures, KS1 multi-skills, and a Year 5 residential.</p> <p>Sustained improvement in swimming provision: Additional booster sessions for Year 5 and 6 have helped improve swimming outcomes, with more pupils on track to meet national requirements.</p>	<p>Staff confidence audits and feedback forms showing improvement across key PE areas, including OAA and active classroom strategies.</p> <p>Lesson observations and planning scrutiny confirming consistent use of the PE Hub and active learning resources.</p> <p>Participation registers and pupil tracking data from clubs, house competitions, and swimming sessions, showing broader and more inclusive involvement.</p> <p>Pupil voice surveys indicating increased enjoyment, motivation, and awareness of the importance of physical activity.</p> <p>Jump Ahead assessment data and case studies showing developmental gains for pupils receiving targeted support.</p> <p>Photos, videos, and event reports documenting wide-ranging engagement in physical activity, from Forest School to Sports Day.</p> <p>PE lead reports and subject leader files demonstrating clear action plans, impact measurement, and year-on-year improvement.</p>