

PE Funding Evaluation Form



Images courtesy of Youth Sport Trust

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.

Review of last year 2023/24

£19,070 for 2024 2025

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?
We continued to promote active 60 by purchasing more playground equipment, continuing subscriptions for Orienteering and Quidditch and continuing to offer a range of clubs.	Spreadsheet to show club participation. Photos and orienteering sheets to show use of Orienteering package.	Fewer chn in Y3 attended events as there were not quite as many or the Y3/4 events were attended more by Y4.	See registers.
Involving all chn in a range of sports and events	Spreadsheet to show involvement in Development Days and events. Chn playing frisbee in playgrounds. All chn took part in: Golf day, Sports Week- frisbee, orienteering, sports days. Increased range of clubs offered following pupil voice feedback. See registers.		
	All of YR, Y2, Y6 attended events/days. Many chn in all other years attended events. See registers.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>1) Increase confidence, knowledge and skills of all staff in teaching PE and Sport</p> <p>2) Engage all pupils in regular physical activity</p>	<p>Continue to pay for GetSet4PE subscription- £539- so that all staff have access to high quality PE planning and can then adapt this where necessary to suit specific needs.</p> <p>PE Lead to attend PE conference to learn about updates to PE and bring back to school new ideas, information and initiatives- £250 and supply costs £200.</p> <p>Staff survey to monitor confidence, knowledge and skills- Free</p> <p>Learning walks of PE lessons to monitor high quality teaching- Free</p> <p>Promote active break and lunchtimes using new equipment, Play Leaders (who were trained in October 2024 by L.R- free but part of partnership membership- £2420)</p> <p>Encourage active learning by sharing ideas with staff about movement within class time and also use of Orienteering through cross-curricular subjects. £840 for annual subscription.</p>

Intended actions for 2024/25

	<p>Offer a range of before and after school clubs, along with lunch clubs that target a range of children and skills.</p> <p>Monitor who is attending clubs and who attends events to ensure as many children as possible are involved. Each lunch club is £25. Lunch club total for year = £2625.</p> <p>Before and after school club total for year = £1250</p> <p>Repeat Kabocca survey to monitor children's involvement in clubs and attitudes towards sport and PE - Free</p> <p>Equipment bought- netballs, rounders equipment, new playground year group equipment sets, table tennis bats and balls, class ball sets, hoops, cricket bats, tri-golf set, athletics equipment- £5894.</p>
<p>3) Raise the profile of PE as a tool for whole-school improvement</p>	<p>Use Sports Week 2025 again to introduce another new sport. All children will take part in a day of Martial Arts- £249.</p> <p>-Remain member of Sports Partnership to secure offer of sports events and opportunities- cost already allocated.</p> <p>PE Subject leader to attend PE Conference to bring back new ideas and initiatives – cost already allocated.</p> <p>Use our Orienteering subscription as an active way of covering cross-curricular subjects- cost already allocated.</p>

Intended actions for 2024/25

<p>4) Broader range of sports and activities offered to all pupils</p>	<p>Use speed stacking for everyone to give cln a taste of competition and develop coordination skills- £500</p> <p>Use Balancability bikes for developing core muscles of EYFS and KS1 cln. Staff to be trained to deliver this so that children can take part in Balance bike sessions more regularly and make sustained improvements in their skills- cost already allocated.</p> <p>Use partnership events that are non-competitive for children to develop their confidence, a positive attitude towards PE and sport, a sense of pride for representing the school and an opportunity for a new experience. E.g. badminton festival, dance show (£18 fabric), Herts Celebration Day, Y3/4 multi-skills at Heath Mount, Wodson Games, Frisbee, Bowls, year group development days- cost already allocated.</p> <p>Continue to include a greater range of clubs that target different children, different skills and different levels of activity. This year, the clubs have included: Football, netball, athletics, girls' football, tri-golf, bat and ball, gymnastics, frisbee, dance, Pop Funk dance, Tiger Cheer, archery, running, table tennis, rapid fire cricket, hoccia, basketball, cross country, ball games, rugby, speedstacking, rounders- cost already allocated.</p> <p>Monitor who is attending these clubs- free.</p> <p>Give cln opportunities to try as many new sports and activities as possible through PE curriculum and extra-curricular activities, such as</p>
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Intended actions for 2024/25

5) Increased participation in competitive sport

<p>Orienteering, Quidditch, Sports Week.</p> <p>Purchase Balanceability bikes and have training for all EYFS and KS1 adults so that children can develop motor skills, coordination and core muscles- cost already allocated.</p>	<p>All children to take part in competition within PE lessons using GetSet4PE- cost already allocated.</p> <p>Use partnership events to allow as many children as possible to attend an event and represent the school. Monitor this using a spreadsheet.</p> <p>School sports clubs to prepare children for events- cost already allocated.</p> <p>Purchase equipment needed for children to practice, have the right equipment and kit. Netball bibs and kits- £378. New kit bags- £30.</p>
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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>1) Increased confidence, knowledge and skills of all staff in teaching PE and sport. All teachers should be confident to teach PE, understand how to adapt lessons where necessary and be able to deliver high quality PE lessons. Staff with strengths will be able to support staff who wish to develop certain areas of their teaching.</p>	<p>Staff surveys, learning walks, Kaboca survey of children to show what they think of their PE lessons</p>
<p>2) Engage all pupils in regular physical activity. The aim is for all children to take part in at least one club in order to develop their physical skills, fitness and a positive attitude towards PE and activity. The school promotes active travel and this is also monitored so that inactive children can be targeted with specific clubs that they would like to attend. The range of clubs on offer will partly change each term so that children have different opportunities and the chance to find activities that they particularly enjoy and may wish to continue outside of school. Children will be able to have active playtimes thanks to the purchase of exciting, new equipment that they enjoy playing with. Our school Play Leaders will be trained to run different games to help keep children active at lunchtimes and therefore develop their fitness and physical skills. Some of the existing Play Leaders will be given the opportunity to continue in this role to give sustainability to the programme. They will be able to assist new Play Leaders.</p>	<p>Spreadsheet to show which children attend clubs in school, Kaboca survey to understand how active children are at breaktimes, how they travel to school, how much activity they do outside of school, monitoring of Play Leaders and their effectiveness at playtimes.</p>

Expected impact and sustainability will be achieved

<p>3) Raise the profile of PE as a tool for whole-school improvement. Having fitter, more active children should help to raise academic levels as children will be healthier and more alert for learning. Sport and activity will develop resilience and problem-solving skills which are required in all areas of school life. Giving children the opportunity to represent the school and experience new activities/venues will help to develop their confidence and self-esteem which will last for the long-term.</p>	<p>Teachers will see that children will have more confidence, more resilience and problem-solving skills. Their health and fitness should be increased, making them more ready to learn.</p>
<p>4) Broader range of sports and activities offered to all pupils. A higher percentage of children will take part in clubs and active learning. This should develop more positive attitudes towards PE and sport. Equipment will be purchased where necessary and will have a lasting impact as children will continue to use this equipment and build on existing skills.</p>	<p>Spreadsheet to monitor which children attend clubs in school, orienteering sheets to show children have been taking part across a range of subjects. Kaboca survey to show percentages of children taking part in clubs and active play and to ascertain which new clubs and sports children would like to try.</p>
<p>5) Increased participation in competitive sport. More children will be given the opportunity to represent the school in competitions, thereby giving them more confidence and a higher self-esteem. This should help to sustain positive attitudes towards competitive sport.</p>	<p>Spreadsheet to show which events children have attended and so that we can ensure a range of children go to different events.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>1) Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Learning walks have demonstrated that staff deliver high-quality, adapted PE lessons that children enjoy. 93% of children like their PE lessons (Kabocca). 100% of staff are confident to teach PE and know how to adapt their PE lessons where necessary (Staff survey).</p>
<p>2) Engage all pupils in regular physical activity.</p>	<p>96% of children consider themselves to be active because they have active playtimes, active travel and / or take part in clubs inside and outside of school (Kabocca). In KS2, only 8% of children (15) have not taken part in a school club this year (Spreadsheet). Of these 15, only 7 do no clubs or activity outside of school. These children have taken part in pupil voice and been given lots of options to try other activities and clubs but were reluctant (Pupil voice sheets).</p>
<p>3) Raise the profile of PE as a tool for whole-school improvement.</p>	<p>Balancability training and bikes in EYFS and KS1 have been used well. Year 2 offered balance bike riding to everyone for two weeks and then continued to offer help to those who still needed it. Most have moved in to pedal bikes. Y1 assessed all children and gave more lessons to those who needed it. EYFS still offer balance bike riding to all children regularly. This is helping the children to become more active and to strengthen their core muscles, which has had a positive impact on how they sit at their desks to work. Non-competitive events, such as the Y4 dance show at Sele School in January, Heath Mount festival, frisbee, Oaklands day and others, included children who hadn't previously represented the school, which really boosted their confidence and their</p>

Actual impact/sustainability and supporting evidence

attitudes towards sport. Some were nervous about going to these events but were really glad they had attended afterwards. This should give these children more confidence in the coming years to try new activities and be braver about going to sports events.

4) Broader range of sports and activities offered to all pupils.

All children in Years 1 to 6 took part in a Martial Arts day during Sports Week. All children in the school have done a range of Orienteering activities this year. We have offered 22 different clubs over the course of the year compared to 16 last year. Only 15 children in KS2 have not been to a club all year. See timetables and spreadsheet for evidence. These clubs will continue to run next year to make this sustainable and the equipment purchased to run them will also continue to be used.

5) Increased participation in competitive sport.

In Years 3, 4 and 6, all children have attended a sports event this year. Some have been competitive whilst others have been 'non-competitive' but have still included some elements of competing against yourself or team competition. In Year 5, 14 children have not attended an event this year. They were selected to go to Wodson Games but this has been postponed to September 2025 due to bad weather. (Spreadsheet). The children who have attended events enjoyed them and represented the school well. This will help them to maintain a positive attitude towards sport and competition in future. All children in the school also took part in our competitive sports day during Sports Week and enjoyed this day.

Date: 11/17/25 Signed: PE Lead ~~ATC~~

Head teacher: *Alexia* - 14/7/25

Chair of Governors: *[Signature]*

Reporting PE and sport premium grant expenditure - categories of grant spending

Submission Id : rhVhHW37ud
Submission Status : **SUBMITTED**

2025-07-08, 02:53 PM

UKPRN 10077388

2. Categories of grant spending

Has your school spent any of its PE and sport premium grant on CPD?	Yes
How much has your school spent on CPD external training courses?	1460
How much has your school spent on CPD upskilling staff to deliver swimming lessons?	0
How much has your school spent on CPD internal learning and development?	80
How much has your school spent on CPD inter-school development sessions?	0
How much has your school spent on CPD online training / resource development?	0
How much has your school spent on CPD external coaches supporting confidence and competence?	0
External training courses	1460
Upskilling staff to deliver swimming lessons	0
Internal learning and development	80
Inter-school development sessions	0
Online training / resource development	0
External coaches supporting confidence and competence	0

Total school spending on CPD	1540
Has your school spent any of its PE and sport premium grant on internal activities?	Yes
How much has your school spent on internal school based extra-curricular opportunities?	4124
How much has your school spent on internal sports competitions?	0
How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils?	0
How much has your school spent on internal active travel?	0
How much has your school spent on internal equipment and resources?	10720
How much has your school spent on internal membership fees?	0
How much has your school spent on internal use of educational platforms and resources?	1376
School based extra-curricular opportunities	4124
Internal sports competitions	0
Top-up swimming lessons or broadening aquatic opportunities for pupils	0
Active travel	0
Equipment and resources	10720
Membership fees	0
Use of educational platforms and resources	1376
Total school spending on internal activities	16220
Has your school spent any of its PE and sport premium grant on external activities?	Yes

How much has your school spent on external activities organised by School Games organiser network?	1310
How much has your school spent on external - other inter-school sports competitions?	0
How much has your school spent on external coaching staff?	0
Activities organised by School Games organiser network	1310
Other inter-school sports competitions	0
External Coaching staff	0
Total school spending on external activities	1310
Total CPD category spend	1540
Total internal category spend	16220
Total external category spend	1310
Total spent of PE and sports premium	19070
Declaration 1	I have the authority to submit this return on behalf of my school
Declaration 2	The data is true and accurate to the best of my knowledge

Reporting PE and sport premium grant expenditure - opportunities, impacts and sustainability details

Submission Id : O5HPPwhpMK
Submission Status : SUBMITTED

2025-07-08, 03:08 PM

UKPRN 10077388

3. Opportunities in sport

Has your school targeted any spending on providing or improving opportunities in PE, sport and physical activities for pupils with SEND or long-term medical conditions? **Yes**

SEND list **Supporting participation in extra-curricular opportunities or competitions, Specialist equipment and resources for children with SEND, Peer to peer led activity , Youth leadership and volunteering opportunities, Insight and data capture to better understand and support these pupils**

Has your school targeted any spending on increasing or improving girls' access to PE lessons or access to extra-curricular sport and physical activities? **Yes**

How has this been done? **Supporting participation in extra-curricular opportunities or competitions, Specialist focused activities for girls , Community club engagement or pathways for girls, Insight and data capture to better understand and support these pupils**

Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils? **Yes**

Confirm how for disadvantaged pupils from the options listed below: **After-school sport and physical activity clubs - free of charge for all pupils, Subsidised sport and physical activity clubs for disadvantaged pupils, Peer to peer led activity , Youth leadership and volunteering opportunities, Insight and data capture to better understand and support these pupils**

4. Perceived impacts and improvements

What impact has this funding had within your school on increasing all staff's **Positive impact**

confidence, knowledge and skills in teaching PE and sport?

What impact has this funding had within your school on increasing engagement of all pupils in regular physical activity and sport?

Positive impact

What impact has this funding had within your school on raising the profile of PE and sport across the school to support whole school improvement?

Positive impact

What impact has this funding had within your school on offering a broader and more equal experience of a range of sports and physical activities to all pupils?

Positive impact

What impact has this funding had within your school on increasing participation in competitive sport?

Positive impact

Has your school's PE and sport premium spending achieved any of the following?

An increase in pupils' attainment in PE, An increase in pupils' physical activity levels, An increase in the number of pupils participating in school sport , An increase in the number of pupils participating in extra-curricular activities , An increase in staff completing training and CPD

What impact has your school's spending of this funding had on PE attainment?

Positive impact

What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?

Positive impact

What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?

Positive impact

What impact has your school's spending of this funding had on increasing pupil participation in extra-curricular activities?

Positive impact

5. Sustainability

What impact has your school's spending of this funding had on ensuring that the improvements made are sustainable?

Positive impact

6. Swimming and water safety

Does your school have year 6 pupils?	Yes
What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres?	4
What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)?	74
What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations?	100
What impact has your school's spending of this funding had on swimming and water safety attainment?	No impact

7, Declarations

Declaration 1	I have the authority to submit this return on behalf of my school
Declaration 2	The data is true and accurate to the best of my knowledge

