

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 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? |
|---|--|---|---|
| CPD for teachers. | Teachers received CPD via Foundation sports team teaching and Primary PE planning – there are videos in each unit modeling the way to teach each activity. | Continue to use a variety of local organisations that offer more adventurous activities – WWR (Year 4 and 5) Cuffley camp (Yr6) | All year six pupils attended Cuffley Camp. WWR not completed due to staffing and changes in trips – booked for next academic year. |
| Embedding Primary PE planning | Primary PE planning fully embedded in the school with all class teachers accessing the planning and teaching to pupils. | Continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved and enter competitions offered through A10 active and WDPSSA sports partnerships | Although Football and Athletics was entered via WDPSSA and A10 active, a clear focus needs to be entering more events next academic year. |
| Provide a range of sporting activities – implementation of new extra-curricular timetable | Extra-curricular activities offered – football, gymnastics/dance and multisport. | | |
| Continue to purchase and offer a greater range of playground equipment and playground markings for play times and lunchtimes in EYFS, KS1 and KS2 | Playgroundn equipment purchased for KS1 and KS2 following pupil voice. | | |
| Continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved and enter competitions offered through | A10 active and WDPSSA entered. District sports competed, football tournaments and leagues entered for KS2 pupils. | | |

Review of last year 2024-2025

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| <p>A10 active and WDPSSA sports partnerships</p> <p>Year 4, 5 and 6 to continue to attend swimming sessions to increase children's engagement in physical activity</p> | <p>All pupils in yr 4, 5, 6 all attended swimming lessons for a term.</p> | | |
|--|---|--|--|

Intended actions for 2025/2026

| What are your plans for 2024/25? | How are you going to action and achieve these plans? |
|--|---|
| Intent | Implementation |
| <p><u>CPD for teachers;</u> Focus on dance gymnastics in KS1 and invasion games in KS2, and to continue to develop profile and attainment across all year groups to ensure consistently High Quality PE is being taught across at least 2 hours per week. Further enhance the teaching of PE by embedding Primary PE planning with a focus on assessment. Continue CPD for staff on assessment through PrimaryPEPlanning, sports coaches (Foundation Sports) and PE lead to aid accurate assessment of pupils.</p> <p><u>Curriculum</u> To continue to provide a broad and balanced range of sporting activities for accessible all pupils consistently ensuring 2 hours of High Quality PE each week. Ensure the continued implementation of new extra-curricular timetable (Foundation Sports) so that more children can be physically active throughout the school week. Monitor pupils who are attending and provide opportunities for all pupils who want to attend.</p> <p><u>OPAL</u> Develop outdoor active play enabling children to use their creativity and improve our physical and social skills through the OPAL program to be introduced this academic year. This will involve purchasing appropriate resources and offering a greater range of playground equipment and playground markings for play times and lunchtimes in EYFS, KS1 and KS2 and well as additional planning and implementation time for the OPAL leads.</p> | <p><u>CPD for Teachers</u> Primary PE Planning scheme bought for the academic year. Additional training via Primary PE planning scheme for CPD for staff. Use of Foundation Sports Coached to model High Quality PE sessions and team teaching with staff. Joint assessment opportunities with the PE lead and class teachers to accurately assess pupils.</p> <p><u>Curriculum</u> Lesson observations, drop in and learning walks to ensure a high quality broad and balanced curriculum is being offered by the Senior Leadership team and Subject Leaders. Curriculum planning termly to ensure coverage overseen by the Subject lead. Planning scrutinies to ensure coverage of lessons. Pupils voice to gather pupils thoughts on the curriculum.</p> <p><u>OPAL</u> Lunchtime supervisors / staff to lead activities for pupils – as they will take part. OPAL action plan to be followed. Equipment audited and purchased for lunchtimes.</p> <p><u>Resources</u> PE lead to ensure the resources are maintained and replaced, where necessary, for the delivery of high quality PE lessons by teachers/coaches for the children.</p> |

Intended actions for 2025/2026

Resources

Audit current resources and purchase new resources to ensure quality and quantity needed to allow for high quality lessons and attainment.

Extra Curricular

Continue to use a variety of local organisations that offer more adventurous activities – WWR (Year 4 and 5) Cuffley camp (Yr6.) Year 4, 5 and 6 to continue to attend swimming sessions to increase children's engagement in physical activity and ensuring all children are able to attend.

Continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved and enter competitions offered through A10 active and WDPSSA sports partnerships.

Coaches to provide transport for district sports and/or Sportshall athletics

Audit every term PE equipment Subject Leader and Foundation Sports.

Extra Curricular Activities

Subject Lead to book outdoor adventurous activities summer term 2026 – yr4 and 5 WWR

Cuffley camp all pupils to attend in October 2026.

Swimming lessons for Yr4-6 – register and monitor children.

Subject leader to book WDPPSA and A10 active events.

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><u>CPD for Teachers</u> Teachers will be more confident in the lessons they are teaching – this will improved the quality of teaching for pupils. They will be more confident of the terminology, assessment and sequence of lessons that will inform future lessons and pupil’s progress. This will improve future outcomes and upskill teachers for future years.</p> <p><u>Curriculum</u> The curriculum is clear, sequenced and ambitious with a broad and balanced range of skills. More pupils will be leading an active lifestyle into adult lives.</p> <p><u>OPAL</u> Pupils will be actively engaged in play at break times and Lunchtimes. This will give children to opportunity to explore and develop their play skills. Staff will be fully trained in the OPAL techniques which can be rolled out each year.</p> <p><u>Resources</u> School will continue to be fully resourced for all children to be able to access all PE lessons.</p> <p><u>Extra Curricular Activities</u> More children are given wider and broader opportunities to take part in sport and adventurous activities. – kayaking, climbing, bell boating, etc...</p> | <p>Pupil voice will be fundamental to show us the progress and evidence on children thoughts, feelings and attitudes to PE.</p> <p>Assessment data will show that pupils will continue to attain the key skills and knowledge as defined in the PE curriculum for each Key Stage.</p> <p>There will a higher uptake in after school clubs and extra curricular activities</p> <p>Using OPAL there will be a reduction in playtime incidences</p> <p>More children are given wider and broader opportunities to swim and learn water safety as a life skill. A higher percentage of pupils by the end of year six will be able to swim the required distance.</p> <p>All pupils in Year 4, 5 and 6 will have participated in an Outdoor and Adventurous Activity.</p> |

Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
|--|-----------------------------------|
| To be reviewed in July 2026 | To be reviewed in July 2026 |