

# All PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



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## 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?
<p>The use of Complete PE as a scheme of learning, to assist teachers with planning lessons and developing progression of fundamental skills.</p> <p>Sports Ambassadors delivered playground activities to KS1 pupils.</p> <p>Key Stage sports days with competitive, active and participative elements.</p> <p>Variety of clubs: athletics/football/Yoga/Dance/Tag rugby</p> <p>Competitions attended: Y2 Multiskills Y1 Multiskills Taster, Y2 Sports Hall Athletics, Y2 Glow Dance, EYFS Olympics, Y3 Target Games, Y3/4Easter Egg Competition, Y3/4 TriGolf</p>	<p>Increased confidence in the teaching of PE.</p> <p>Lessons demonstrated better delivery of agility, balance and coordination and application of the fundamentals to a given sport. This still needs further embedding especially with early career teachers and those teachers new to school.</p> <p>Through lunchtime rotas and Headteacher being present on the playground to supervise.</p> <p>Parent voice indicated sports day had been a success. All pupils had the opportunity to compete and/or take part through practicing skills in PE lessons prior to the event day. This increased pupil confidence.</p> <p>Timetable of clubs organized across the terms.</p> <p>Register of sports partnership monitoring form.</p>	<p>The consistency in delivery of the Complete PE due to subject knowledge amongst all teachers across the school.</p> <p>Consistency of playground leaders to engage all pupils across the school in sport activities.</p> <p>Staff voice indicated sports day had improved on past years and all elements ran smoothly and enjoyed by pupils. Currently, nothing further to improve.</p> <p>Range of pupils accessing the clubs to ensure diversity of pupils, targeting the least active.</p> <p>Engagement in competitions and events with the School Sport Partnership due to lack of staffing to cover teachers attending events and/or lack of school budget to allow for travel with expensive coach companies for UKS2.</p>	<p>Based on drop ins during Autumn term and through meetings with staff, it is evident CPD is still needed in the teaching of PE.</p> <p>Staff absence meant limited adults to support and supervise playground leaders in engaging pupils in activities.</p> <p>Registers of clubs attended.</p> <p>Limited events and competitions attended, and not all year groups were given an opportunity to compete or participate.</p>

## 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>Point 1: Increasing teacher knowledge Headteacher to upskill teachers through formal CPD, modelling lessons, team teaching and coaching lesson observations. To refine teacher subject knowledge in the delivery of quality PE lessons, ensuring adaptation of skills and clear progression from EYFS to Year 6.</p> <p>Point 2: Increasing pupil engagement in regular sport and activities All teachers and learning support assistants to have training focused on school sport and physical activity.</p> <p>Provided targeted CPD to ensure playground leaders.</p> <p>Offer a wider range of physical activity, school sport and competitive opportunities to all pupils.</p>	<p>Appropriate time is allocated in staff meetings to ensure teacher knowledge is up to date on PE, sport and physical activity.</p> <ul style="list-style-type: none"> <li>- Staff to plan timetabled sessions in the day to allow for physical movement/activity, preparing pupils for the learning ahead.</li> <li>- Staff on duties at playtime to set up activities for pupils to engage in.</li> <li>- CPD for staff focused on Active 60 with Dacorum School Sports Manager to provide theory, activities and looking for opportunities for pupils to be engaged in 60 minutes of physical activity everyday – inclusive of morning break and lunch times.</li> <li>- Dance Disco for all year groups split into phases – Autumn 2.</li> <li>- Training of Y5 pupils to take on leadership roles in summer 2 and for their academic year in Y6, to engage pupils in physical activity during the lunch periods.</li> <li>- Business manager and Head to meet with Dacorum Sports Manager to create a list of necessary resources.</li> <li>- SkipToBeFit competition for KS2 in Spring 2.</li> <li>- Football Y3/4 Girls competition.</li> <li>- Easter Egg Hunt</li> <li>- Y1 Shooting Stars (Girls Football)</li> <li>- KS2 Can Do – SEND focus</li> <li>- County School Games Celebration (least active 10-12 pupils)</li> <li>- Intra-house competition: SkipToBeFit and Speed Stacking. Implement a range of other intra-house competitions across the school</li> <li>- Referring pupils and parents to external clubs to extended pathways</li> </ul>

## 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>All pupils are engaged in lessons, adapted to their level based on the scheme of learning from Complete PE. Lessons develop the interpersonal skills needed to motivate, inspire and develop pupils.</p> <p>PE lessons are more focused on developing the fundamental skills needed for sports, gymnastics and dance. Teachers provide opportunities for pupils to apply the skills to a game scenario or a sequence of performance.</p> <p>Active 60 within classroom settings ensuring daily physical activity to support SEMH of pupils and staff, including purchasing of new equipment.</p> <p>Active 60 within lunchtime periods.</p> <p>More pupils taking part in a range of physical activities, school sport or competitive opportunities.</p>	<ul style="list-style-type: none"> <li>- Pupil voice will demonstrate PE lessons are of interest and opting out is not an option.</li> <li>- Pupils show more enthusiasm for PE lessons and understand development is personal and not competitive.</li> <li>- Lessons demonstrate active participation by all pupils.</li> <li>- KOBOCCA program – completion of student voice.</li> <li>- Staff confidence surveys and personal development plans.</li> <li>- The use of AfL will ensure learning is specific to individual or whole class need.</li> <li>- End of year summative assessments indicate pupils who have not achieved age-related expectations.</li> <li>- Staff confidence surveys and personal development plans.</li> <li>- PE leader to perform learning walks at timetabled slots for daily practice to ensure continuity.</li> <li>- DSSN Move More participation register</li> <li>- Staff survey</li> <li>- Playground leaders to keep a daily log of how many pupils took part in their activity per class.</li> <li>- Increased participation in pupils being active.</li> <li>- Rota of activities each week</li> <li>- School registers</li> <li>- Physical activity trackers.</li> </ul>

# Actual impact/sustainability and supporting evidence

## What impact/sustainability have you seen?

All pupils have timetabled 2 hourly sessions each week from Year 1 to Year 6.  
Additionally – EYFS (Nursery and Reception) have a timetabled hall/dedicated PE slot in addition to the physical development in the EYFS setting.  
Pupils' interpersonal skills continue to develop through the delivery of the Complete PE Scheme curriculum.

Fundamental skills are of focus through the Complete PE schemes and data indicates the number of pupils on track for National Standard Years 1 – 6.  
EYFS end of year data indicates the number of pupils achieving the expected standard in gross motor skill development.

Active 60 within classroom settings ensuring daily physical activity to support SEMH of pupils and staff, including purchasing of new equipment.

More pupils taking part in a range of physical activities, school sport or competitive opportunities.

## What evidence do you have?

Hall/PE timetable indicates the sessions per class equating to 2 hours.  
EYFS timetable indicates time for continuous and enhanced provisions.  
This is evident through lesson drop ins, where teachers are focusing on the importance of teamwork/communication/motivation.  
This is mirrored by play leaders pupils and adult leaders at lunchtime to encourage physical activity at lunchtimes.  
- Pupil voice indicates pupils enjoy PE lessons.

Question	KS1			KS2		
Rag rating	1	2	3	1	2	3
1. Do you enjoy PE lessons?	5%	10%	85%	4%	40%	56%
2. Do you get to try lots of different sports in PE?	3	23	74	2	48	50
3. Do girls and boys get the same chances in PE?	12	9	79	12	19	69
4. Do you practice skills in PE to get better?	11	17	72	12	20	68
5. Does your teacher help you get better?	7	16	77	8	28	64
6. Do you know how good you are at PE?	27	13	60	16	16	68
7. Do you play lots of games in PE to improve skills?		20	80	4	28	68

Data from pupil voice indicates more need for pupils self-assessing performance and the development of interpersonal skills to assess development of skills during lesson sequences. In addition, training required for teachers to inform pupils of progress during lesson sequence.

41/45 (91%) pupils in EYFS achieved the expected standard for gross motor skill development.  
Year 1 data indicates 91%, Year 2 = 71%, Year 3 = 93%, Year 4 = 80%, Year 5 = 95%, Year 6 = 79%  
Staff confidence continues to increase with the delivery of the scheme. This needs further input next year with new members of staff and a PE lead.

Staff received training on Active 60 on the 13<sup>th</sup> May 2025. Since this training, information gleaned from learning walks and a staff questionnaire indicate an increase in the delivery of short movement breaks and scheduled physical activity e.g. running laps of the field. There is further need to increase this next year, working alongside the school's SEMH learning support assistant.

Our new PE lead organised and led on an intra-school competition – Skip to be Fit. Over the course of the final half term, pupils engaged in a skipping competition and a super skipper was awarded to each class by the end of the competition.

Glow Dance was arranged for KS1 (21<sup>st</sup> March) and LKS2 (27<sup>th</sup> March) for an afternoon.

Intra-school finals meet for athletics – sprints on the 4<sup>th</sup> July. Overall winners: Gold/Silver/Bronze per year group in KS2.

Girls in KS2 attended a DSSN organised football competition 24<sup>th</sup> April.