

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 2024/5

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>Teachers and cover staff are increasingly confident in delivering high-quality PE lessons, contributing to consistently strong levels of pupil participation across the school. This growing confidence is helping ensure that lessons are engaging, inclusive, and aligned with curriculum goals. As a result, the school is becoming more competitive in sporting events, with improved outcomes reflected in competition result tables. Swimming remains a key priority, and a strong, positive relationship with the swimming provider has been established, allowing for continuity and progress, despite the need to travel. Additionally, new equipment is being purchased to support effective curriculum delivery and to encourage active play during break times, further promoting physical activity and healthy lifestyles throughout the school day.</p>	<p>We know these initiatives are having a positive impact through a range of evidence. Children speak enthusiastically about PE and the activities they take part in, demonstrating a positive attitude towards physical activity. This is supported by observations of PE lessons and break times, where high levels of engagement and enjoyment are consistently seen. Afterschool clubs are regularly full, indicating strong interest and participation beyond curriculum time. Additionally, professional discussions with teaching staff highlight increased confidence in delivering PE lessons and a shared commitment to improving physical education across the school. These sources of evidence together reflect the success of our approach and the positive culture being developed around health, well-being, and physical activity.</p>	<p>All implementations have been successful, however, more opportunities for cross curricular activities can be used and more focus of FMS in Early Years in preparation of the current evidence showing more children are entering school with motor competency challenges due to limited physical activity, increased screen time or prolonged use of pram and car seats.</p>	<p>Cross-curricular opportunities are having a positive impact by not only deepening children's understanding of key subjects but also encouraging movement throughout the school day, which supports their overall health and well-being. These active learning approaches make lessons more engaging and enjoyable, while also promoting physical activity in line with national guidance. In EYFS, there is already a strong focus on physical development, but with a growing number of children starting school with underdeveloped movement skills, increasing this focus even further is both timely and beneficial. By being proactive and providing additional support, we can help children quickly build their fundamental movement skills, laying a strong foundation for success as they transition into KS1 and beyond.</p>

Intended actions for 2025/6

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Continue to support children to become confident and able swimmers</p> <p>Continue to highlight the importance of a healthy lifestyle</p> <p>Continue to support teaching staff to deliver high quality PE lessons.</p> <p>Continue to provide opportunities for all children to participate in afterschool clubs, festivals and competitions</p> <p>Continue to raise the profile of physical education through cross curricular activities.</p> <p>FMS to be a strong focus in Early Years so all children achieve the Physical Development Early Learning Goal</p>	<p>Introduce a learning Mentor for selected children to ensure all children are participating in PE lessons</p> <p>All children who are not able to swim competently, confidently and proficiently over a distance of 25metres, using a range of stroke effectively, will continue to attend school swimming lessons to help them achieve this goal.</p> <p>AFC will continue to support staff by upskilling them to deliver high quality PE lessons and also deliver lunch time clubs to keep the children active during break and help the children to master the skills taught in PE lessons.</p> <p>EYFS staff to attend Lancashire FMS training day and closely monitor children’s development.</p>

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>The intended impact of the initiatives planned for next year is to enhance the quality and breadth of physical education and enrichment opportunities for all pupils, promoting both immediate and long-term benefits in physical and emotional wellbeing. The Learning Mentor programme and top-up swimming lessons are designed to support individual progress, ensuring no child is left behind in acquiring essential life skills such as swimming and a positive mindset. Further investment in curriculum-linked resources and EYFS staff receiving FMS (Fundamental Movement Skills) training aim to build strong physical foundations from an early age. Ongoing staff training ensures the delivery of consistently high-quality PE lessons across the school. By increasing access to competitions and festivals, all pupils are encouraged to engage in sport, boosting confidence, teamwork, and school spirit. Additional opportunities such as Health Week, cross-curricular days, CRC Friday afternoons, and activities like Rugby Reading promote a lifelong enjoyment of physical activity. The sustainability of this impact is rooted in the upskilling of staff, embedding inclusive practices, and establishing a culture where physical activity is valued and accessible to all pupils throughout their primary education.</p>	<p>The evidence we expect to see includes high levels of pupil engagement and participation across all physical activity and enrichment opportunities, demonstrating the raised profile of health, well-being, and physical activity throughout the school. Observations and feedback indicate that staff confidence and subject knowledge in PE are consistently improving, with lessons delivered more effectively and children making clear progress in their physical development. Cross-curricular integration of PE will continue to enhance opportunities for children to engage in high-energy movement beyond traditional PE lessons, aligning with national curriculum expectations.</p> <p>In EYFS, a more focused approach on Fundamental Movement Skills (FMS) will provide measurable progress, ensuring children are physically prepared to meet the demands of KS1. Additionally, pupil voice and increased enthusiasm to participate in school competitions and festivals serve as strong qualitative evidence of improved confidence and motivation, stemming directly from their positive experiences and skill development in PE. We will continue to monitor progress through lesson observations, staff feedback, pupil voice, participation rates, and assessments in physical development.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>The current Physical Education (PE) provision has had a significant and positive impact across several key areas of the school community:</p> <ul style="list-style-type: none"> High Engagement in PE Lessons Increased Teacher Confidence and Delivery of High-Quality PE Strong Participation in Extra-Curricular Activities Increased Physical Activity During Lunchtimes 	<ol style="list-style-type: none"> 1. There has been a noticeable increase in student engagement during PE sessions. Pupils participate enthusiastically, and the majority are active for the duration of the lessons. This demonstrates that the lessons are well-structured, inclusive, and enjoyable for all learners. 2. Teachers have grown in confidence when delivering PE lessons, supported by consistent professional development and collaboration with specialist coaches. As a result, lessons are of high quality and align with national curriculum standards. 3. Extra-curricular sports clubs are consistently full each term, indicating sustained interest and enthusiasm among pupils. These clubs provide a platform for students to further develop and apply the skills learned in PE lessons in a fun and informal setting. 4. Lunchtimes have become more structured and active, with a sports coach delivering planned games and activities. This initiative is helping children meet the government's recommended two hours of physical activity per day. It also encourages social development, teamwork, and physical well-being outside of formal PE lessons.