

PE Funding Evaluation Form



Commissioned by



Department
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CELESTINE
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Victoria

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?
Continue to ensure high quality staff lead the physical activities planned in lessons and at breaks. Sports lead has taken lead on the contents of play boxes which is seeing more structured and active play. This includes boules, kite flying, Netball To provide a range of sporting events and have inspiring athletes visit the school. Specialist teachers are used to lead workshops which are cross curricular. To ensure children receive two hours of high quality PE lessons per week, Get Set 4 PE renewed for the next academic year. To support the use of sport to increase capacity to ensure high quality nurture and wellbeing. To ensure our love of sport is clear through our engagement with other schools and organised events.	100% of pupils in the pupil survey state that as a school we help the children to be healthy. All pupils have demonstrated development in skills needed to access sports. High uptake on use of trim trail as part of play and gymnastics as well as development of gross motor skills in EYFS. Tag rugby, football tournaments (KS1 and 2) Maypole (EYFS, KS1 and 2) Dance workshops (EYFS, KS1 and 2) Visiting commonwealth rhythmic gymnast (EYFS, KS1 and 2) Parent voice and pupil voice demonstrates a high level of enjoyment. £1700 raised to support future athletes and to add to our PE resources in school. Visiting athlete and dance workshop as well as maypole have given a successful range of experiences. The use of the scheme has enabled the teaching to be well sequenced. Having the majority of lessons taught by the same qualified teacher has increased the quality of the lessons in comparison to those taught with agency staff previously. Children all report that they enjoy PE. Use of sensory circuits for focus pupils has significantly contributed to the physical development of these children, for example, one child being able to confidently climb up and down steps now. The impact has also been seen in their wellbeing and the sessions very much part of their morning routine to be ready for the rest of the day. Resources such as foot bike has also helped children higher up the school as part of meeting their self-regulation needs. All children in KS1 and 2 have taken part in sporting events at other schools with other children both competitive and noncompetitive. Visiting athlete has also inspired and evidenced the high priority we give to PE. Strong links also to our school values of resilience and aspiration.	Challenges continue to engage fully with local sports partnership due to: Transport Single Year group events Cancelled events Quality of events	Feedback from staff Greater impact reported from small school organized events and more planned for 2024 / 2025 as a result.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Continue to ensure high quality staff lead the physical activities planned in lessons and at breaks. Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. To provide a range of sporting events and have inspiring athletes visit the school. Key Indicator 3: Raise the profile of PE and sport across the school, to support whole school improvement. Key indicator 5: Increased participation in competitive sport. Specialist teachers are used to lead workshops which are cross curricular. Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. To ensure children receive two hours of high quality PE lessons per week Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key Indicator 3: Raise the profile of PE and sport across the school, to support whole school improvement. Key indicator 5: Increased participation in competitive sport. To support the use of sport to increase capacity to ensure high quality nurture and wellbeing. Key indicator 5: Increased participation in competitive sport.	Continue to ensure high quality staff lead the physical activities planned in lessons and at breaks. Further investment in resources to support active lives – ActiveAll reaction wall. Get Set 4 PE renewed for the next academic year. Plan visits from inspirational speakers who link to our values and encourage active lives. Take part in sporting events at other schools through Royston Schools partnership and small school group. Host sporting events for House groups and with visiting schools. Invest in equipment to ensure all units of work in PE curriculum are taught effectively. Plan events and workshops using specialist teachers to develop teacher knowledge and inspire pupils.

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?
All pupils meeting their daily physical activity goal, all pupils encouraged to take part in PE and Sport Activities. Children will be more interested in trying out new sports and this will inspire them for their future careers and aspirations. Children will see the value of physical activity across the curriculum through dance and drama workshops. As well as contributing to children being active for 60 minutes a day both these subscriptions contribute positively to teachers' confidence in teaching and delivering a variety of sports in the curriculum. Pupils and staff will benefit from plenty of high quality spaces and equipment to support active outdoor learning.	100% of pupils take part in weekly PE lessons totaling 2hrs. 100% of pupils are engaged in outdoor play and want to be outside and active. 100% of pupils given offer to take part in sporting events take part. School newsletters will report the range of opportunities and include pupil voice in reaction to the events and experiences. Assessment in PE will demonstrate impact of high quality teaching using the invested scheme and resources. All pupils will engage readily in workshops, where understanding of gender not being a barrier will be evidenced. Teachers will report the impact of active resources to support pupil regulation and readiness to learn as a result of active time.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
PE continues to have a high importance at the school. Children, parents, staff and governors recognise that we are an active school. Teaching and learning is embedded across the school and there is a clear sequence of skills. Coverage and attainment is tracked clearly and demonstrates progress in attainment across a range of sports. Children choose to be outdoors and active. They look forward to annual events and aspire to be in the year group which takes part. Pupil voice has demonstrated the impact of planned workshops / visitors. For example, pupils reporting that a visiting female footballer has inspired them to take part, a visiting advocate with physical disabilities for breaking limits resulted in the children stating that they now feel they can achieve anything they want to.	Tag rugby, football tournaments (KS1 and 2) Maypole (EYFS, KS1 and 2) Dance workshops (EYFS, KS1 and 2) Visiting Breaking Limits speaker (EYFS, KS1 and 2) 100% of pupils in the pupil survey state that as a school we help the children to be healthy. All pupils have demonstrated development in skills needed to access sports. The use of the scheme has enabled the teaching to be well sequenced. Having the majority of lessons taught by the same qualified teacher has increased the quality of the lessons in comparison to those taught with agency staff previously. Children all report that they enjoy PE. Use of sensory circuits for focus pupils and all pupils to be regulated and ready to learn. The impact has also been seen in wellbeing and the planned sessions very much part of routines. The ActiveAll reaction wall has been integrated into sensory circuits. All children in KS1 and 2 have taken part in sporting events at other schools with other children both competitive and noncompetitive. These have included a wider range of sports: football rugby, athletics, maypole, cross country, multi-skills, rounders.