





PE Funding Evaluation Form

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 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?
All KS1 teachers input PE data every half term	Saved on sharepoint	Looking at data, we need to increase time for children in EYFS to practise the FMS	Data from KS1 showing too many children at working towards level across the school.
Teachers began to plan their PE lessons weekly using A4L after each PE lesson so the plans are bespoke to each class' needs. Support and challenge were incorporated in the plans	Saved on sharepont for me to see. Copies will be given to me for my lesson observations and we will discuss next steps together	EYFS PE lessons did not start until January, when I organised support and CPD for the EYFS staff and opportunities to practise these skills were not encouraged during continuous provision	Regular discussions with EYFS lead and Annie Mooney who came in to support EYFS PE. Also comments to me from EYFS parents as to why PE had not started in EYFS before Christmas
6 half termly visits by Ellise to each class to teach children and staff how to recognise and self-regulate their emotions using 5 Ways to Well-being	Feedback from children and staff. Staff allowing children time during the day to use some of the 5 ways to Wellbeing techniques to help transition times	Still too many lessons are inactive throughout the day, although this does vary with the teacher	General observations and looking at the weekly plans
2 hours of high-quality PE teaching for every KS1 child	Timetabled, observations, pupil and teacher voice	Not enough time out of class to observe all teachers' PE lessons and time to discuss the PE data with them	It was tricky for my last year to leave my class with my TA
WNDSSP termly festivals	Timetabled, observations, pupil and teacher voice		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
SEN/PP data identified from half termly data	Ensure teachers are aware which children in their class need support and practice to help develop their FMS – should see this is the weekly plans
All teachers to use bespoke lesson plans following each lesson	Plans either to be saved on sharepoint or a copy shown to me at regular intervals, including the lesson observation, so support can be given if needed
Lesson observations to be carried out on every teacher of PE	Time given for me to be out of the class
HWB focus on The Colour Monster and how we identify, recognise and manage our feelings	Ellise from WNDSSP to come into every class every half term to share ways to manage feelings. Teachers to be at these sessions to ensure that they can support the children in their class to manage their feelings using the new techniques
Improve the EYFS PE experience and what they are being offered, time to practice FMS across the day and across the week	PE Lead to attend a course on November 11th: Early Years PE with Helen Battelley. Implement and share knowledge from the course with EYFS staff
Half termly look closely at PE data: sharepoint spreadsheet for KS1 and Physical Development in EYFS	Focus on working towards data and look at ways to improve this, based on last years' data
Improve pupil voice	Half termly meetings with sports leaders, asking them to ask their class some questions on how they would like to improve what is offered to the children in relation to being physically active at DCIS

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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?
Data to show an improvement from last year by focussing on working towards children in bespoke lesson plans	Fewer WT children in 2025 when compare with 2024
Children are receiving weekly lessons with clear learning objectives and activities which they need to be able to show continued progress in all areas of the PE NC: Support and Challenge	Fewer WT children in 2025 when compare with 2024. Most at W At, with some W above
Regular lesson observations to be able to celebrate great teaching, fun lessons, full engagement, safe environment and everybody active.	The bespoke lesson observations written by the teacher, with attention paid to the lesson objective, support, challenge
Children being given the tools to identify, regulate and manage their feelings. Teachers being given the tools to support children to manage how they feel during the day	Evidence of children having fewer moments of feeling unsure of what they are feeling and how they can help themselves. Teachers being able to manage children's behaviour by reminding them of the techniques they have been shown by Ellise.
The PE and Physical Development in EYFS is a high profile area of learning, which all EYFS staff feel competent to lead and support throughout the day, offering the children activities regularly to help them to practice the FMS and move their learning on in the moment	Physical Development data, staff voice, pupil voice, observations of the children, which can be recorded on Tapestry

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
• The impact of bespoke lesson planning by each teacher has increased the number of children at working above level from 6% to 8%, which is encouraging. However the percentage of children working at working towards has also increased from 8% to 10%. I have therefore booked CPD for all teaching staff (26.2.25) based around differentiation and assessment in PE, led by WNDSSP. • The children are receiving good quality, bespoke PE lessons weekly, which I have monitored throughout the year. Teachers have come to me to ask for support and ideas if they needed support. As above, teachers have successfully challenged the pupils, but need training on how to support individual children to achieve and progress. • I have observed some lessons this year, but not all, due to only working 3 days a week. The lessons that I have observed have been fun, engaging, in a safe environment, with most children active all the time. • Fantastic work throughout the year with the HHA from sports partnership. Each class had 30 minutes per half term, talking about feelings, how to recognise them and how to manage them, based on the book The Colour Monster. Teachers were also taught ways to support children with how to manage their feelings. • PE/Physical Movement in EYFS was taught explicitly from each week from week 3, Autumn 1. All children were given offered many adult planned and child led opportunities each week to develop the FMS taught in PE sessions during continuous provision.	Data input each half term from all staff on sharepoint in all areas of the PE NC. Evidence on written weekly lesson plans which have been periodically shared with me during the year. Data (as above). Notes written during observations and discussions with teachers after PE lessons, plus data. Children using the techniques they were taught and recognising their feelings using the colour monsters. Observations of children throughout the year first hand, children's voice and on photos on Tapestry.