

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

Review of last year 2024/5

What went well?	How do you know?	What didn't go well?	How do you know?
We achieved the gold School Games Mark. Children were offered a variety of clubs and competition events.	Certificate and evaluation received. In 2024-2025, we have offered a range of sports clubs including: KS1 football, KS2 football, multi-sports, netball, street dance and archery. In 2024-2025, we organized a range of interschool competitions and fun 'engage' sporting events including Sports Day, Glow in the Dark Basketball, Y3 Tennis Event, KS1 Festival of Fun, Area Athletics Competition and Finals.	One of our goals was to raise the profile of PE. Whilst we feel this went well in school, we do not feel this was effectively communicated to our community. We aim to communicate this more effectively through termly overviews and through sharing of events on the school newsletter.	Through the parent survey, we discovered that some parents were unaware of how often children took part in PE lessons and were unsure what was covered in school lessons.
We aimed to encourage more active lifestyles.	Fitness Fridays began in January 2025. We encouraged active lifestyles by purchasing exciting new equipment to encourage active play at break/lunch times, encouraging active travel to school in our Big Wheel and Walk Event and by offering a Y6 Road Safety Workshop. Teachers regularly plan in active activities into the curriculum and take learning outdoors to provide greater levels of activity across other lessons.		

Intended actions for 2025/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To encourage more active play times by developing the role of Lunch Time Leaders, increase the range of lunchtime activities on offer and organizing play equipment more effectively.	Further training for Lunch Time Leaders, including some children taking part in WBA programme, structured planning time with P.E. lead supporting where needed. Time to evaluate and reassess at the end of each half term. Sports Captains to be supported to effectively manage the playtime equipment.
To develop more competitive sporting opportunities throughout the year.	PE Lead to organise a greater amount of competitive sporting opportunities including organising football and netball matches.
To develop effective monitoring systems to encourage all children to take part in a sports event each year.	PE Lead to have additional subject leader time in order to organise events and monitor uptake across the school.
Subsidise extra-curricular activities, including lunchtime and after-school, to ensure variety of clubs available for children.	School to pay for clubs and ensure places available for all children across year groups.
To develop staff confidence and planning skills to adapt planning to support/challenge children of different ability levels.	PE Lead to meet with teachers to adapt planning using the STEP framework.

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?
Increased engagement in active play during lunchtimes. Wider variety of activities available. More organised and accessible play equipment. More pupils participating in competitive sports. Raised profile of school sports. Improved teamwork and sportsmanship. All children have the opportunity to take part in at least one sports event annually. Improved tracking of pupil participation. Lessons better tailored to different ability levels. Increased staff confidence in delivering inclusive PE.	Pupil voice shows increased enjoyment and participation. Lunch time supervisors report greater engagement. Calendar of events and match fixtures. Participation records across year groups. Feedback from pupils and staff. Photographs, newsletters, and match reports. Monitoring spreadsheets showing pupil involvement. Increased percentage of pupils participating year-on-year. Planning documents showing use of STEP framework. Staff feedback and CPD evaluations. Observations showing differentiated instruction.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Evaluation to be completed at the end of 2025-2026 academic year.	