

# 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 2024/25.
- 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.*

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>Embedding of a new PE scheme of work – "Get Set for PE"</p> <p>Lunchtime Sports Coach, to deliver physical activities during lunch playtime for all children.</p> <p>EYFS Physical Activity morning</p> <p>Sports Coach to deliver PE sessions to children in Year 2</p>	<p>Staff beginning to adapt scheme to suit the needs of the children.</p> <p>Children have the opportunity to try a variety of sports Children show increased stamina A larger number of children are taking part in physical activity at playtime</p> <p>The Year Two children became very good coaches for the Reception children – guiding and encouraging them through the activities, and awarding stickers. The reception children and their parents really enjoyed taking part.</p> <p>The staff benefited from having specialist coaches as part of the teaching team. We couldn't do this in year 1 due to a drop in number of classes.</p>	<p>Suspended membership of the Barnet Partnership for School Sports</p> <p>KS1 Sports morning</p> <p>Barnet Dance Festival</p>	<p>We made the decision to suspend this membership for a year due to staff sickness, and knowing that we didn't have the capacity to enter the same number of external events.</p> <p>Bad weather meant that we had to postpone this twice, before cancelling altogether because we couldn't get access to the field.</p> <p>We didn't have the capacity to take part in this.</p>

## Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. To build capacity within the leadership of PE</li> <li>2. To ensure the early foundations of physical activity are promoted and embedded in the early years.</li> <li>3. To expand the opportunities we give our children experience a range of physical activities, sports and challenges, in school, after school and at home.</li> <li>4. Develop the leadership skills in our children</li> <li>5. To ensure appropriate adaptations are in place to enable all children to succeed. Consider:               <ul style="list-style-type: none"> <li>- Access, opportunity, engagement, challenge, progress.</li> <li>- Adaptation tool: Space; Task; Equipment; People</li> </ul> </li> <li>6. Ensure that our curriculum in PE is purposeful and focused on clear objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Building capacity:               <ul style="list-style-type: none"> <li>- Training for PE Subject leader to support physical education within school.</li> <li>- PE leader from our school to link with the lead from the junior school, to provide opportunities for inter-school events (i.e. SEN sports festival) and to support progression</li> <li>- Whole staff training from BPSI consultant to build on staff understanding of good teaching in PE</li> <li>- Maintain levels of lunchtime staff, even with drop in pupil numbers, and allocate and train one member of lunchtime staff to lead physical activities.</li> </ul> </li> <li>2. Early Foundations:               <ul style="list-style-type: none"> <li>- Support EYFS to continue to build an environment that promotes physical activity and wider progress.</li> </ul> </li> <li>3. Expand Opportunities:               <ul style="list-style-type: none"> <li>- Buy into BPSS. Take part in events run by them- Virtual challenges and events happening throughout the academic year</li> <li>- KS1 Sports morning and EYFS Physical Activity morning</li> <li>- Promote skipping in the playground, with a skipping workshop and sponsored skip to increase interest and enthusiasm.</li> <li>- Promote after school sports clubs through demonstrations and publicity/website.</li> <li>- Foster enthusiasm for physical activity at home, with activity bags that can go home (including challenge cards, circuit ideas, cone, hoop, beanbag, skipping rope) – beginning with SEN children</li> </ul> </li> <li>4. Children as leaders:               <ul style="list-style-type: none"> <li>- Introduce Year 2 Lunchtime Playleaders, to promote physical activity in Rec / KS1 and give our Y2 children the opportunity to develop their leadership skills.</li> </ul> </li> <li>5. PE Curriculum:               <ul style="list-style-type: none"> <li>- Focus on adaptation of our PE lessons, using the scheme of work to include only what meets the needs of our children; routinely providing a range of equipment that children can select from to meet their needs; and ensuring objectives are open (ie to perform a range of rolls, NOT to perform a forward roll).</li> </ul> </li> <li>6. Maximise purposeful learning in PE lessons:               <ul style="list-style-type: none"> <li>- sharing the learning in class in preparation for the lesson on the hall/playground</li> </ul> </li> </ol>

## 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?
<ol style="list-style-type: none"> <li>1. New/cover PE leader will be able to provide continuity of leadership, plan for events and activities, and promote physical activity, physical education and school sport.</li> <li>2. Increase in the percentage of reception children taking part in physical activity throughout their school day</li> <li>3. GSIS will have a mixed ability team to take part in the events, promoting good citizenship, positive behaviour and a sense of fair play.</li> <li>4. Children will have the opportunity to try a variety of physical activities and Year 2 children will develop their leadership skills whilst supporting the children in Rec/Y1. The children will develop teamwork (resilience, communication, empathy, fair play)</li> <li>5. The children will be able to develop their skills with a variety of equipment, at whatever their starting points, with objectives open so that they can apply to a range of abilities and aptitudes.</li> <li>6. There will be strong delivery of lessons in scheme of work with progression seen throughout classes and the whole school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Training/CPD records; subject leader file and monitoring</li> <li>2. Observations of the children and the end of year EYFS assessments</li> <li>3. Photos, observations and pupil feedback from events.</li> <li>4. Pupil voice and observations will show the children having more active playtimes, trying a range of physical activities lead by the year 2 children.</li> <li>5. Lesson observations/monitoring/ of lessons, and assessment data demonstrating progress.</li> <li>6. Lesson observations/monitoring/ of lessons, and assessment data demonstrating progress.</li> </ol>

## Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?