

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 2023/2

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 did not go well?	How do you know?
Pupil confidence and skills	Pupils have developed greater confidence in PE lessons, showing improved fundamental movement skills and willingness to try new sports,	Competition access:	Limited opportunities to attend wider competitions due to transport costs and timetable constraints.
Staff development	Staff confidence in teaching PE has improved through CPD and specialist coaching support resulting in higher quality PE lessons.	Sustainability	Reliance on external coaches meant not all skills were embedded across staff for long term delivery
Participation:	There has been a noticeable increase in the number of children attending after-school sports clubs with more girls and previously less active pupils now engaging regularly,		

Intended actions for 2024/2

What are your plans for 2024/25? Intent	How are you going to action and achieve these plans? Implementation	Costings for each intent/ action
Increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons.	<ul style="list-style-type: none"> - PE CPD for 2 teachers through 1 x Curriculum Support Programmes - GetSet4PE subscription - KMC team-teaching with class teachers to increase subject knowledge - Edsential Subject Leader Support Programme – Termly meeting with local advisor to support PE Subject Leader in their role. 	<p>Included as part of Premium SLA (£7,800)</p> <p>Included as part of Premium SLA (£7,800)</p> <p>Included as part of Premium SLA (£7,800)</p> <p>Getset4PE Subscription (£900)</p> <p>KMC (£6000)</p>
To increase physical activity levels to ensure children are meeting the active 30 minutes within school.	<ul style="list-style-type: none"> - Lunch-time clubs delivered each half term through Edsential. These will be tailored to target different groups of children across the year and ensure we are offering a broad range of extra-curricular activities for children to access. - Edsential PlayMaker Award – Training for up to 15 children from Year 5/6 to lead activities for EYFS and Key Stage 1 at lunchtimes. 	<p>3 x clubs included as part of Premium SLA (£7,800)</p> <p>KMC (£6000)</p> <p>Included as part of Premium SLA (£7,800)</p>
To use physical activity to support mental wellbeing.	<ul style="list-style-type: none"> - Edsential Personal Best Programme (1 x 6-week programmes delivered throughout the year to target different year groups / children). - Edsential Engaging Girls in Sport Programme delivered throughout the year to target girls in school. 	<p>Included as part of Premium SLA (£7,800)</p> <p>£1150</p>
To use school sport to develop social skills and promote physical activity outside of school.	<ul style="list-style-type: none"> - Competitions and Events, including Edsential Competitions for All Programme 	Included as part of Premium SLA (£7,800)
To promote 'Healthy Lifestyles' through PE, sport and physical activity.	<ul style="list-style-type: none"> - Edsential Fitness and Nutrition Workshops (x2) 	Included as part of Premium SLA (£7,800)
To support the development of physical literacy and gross motor skills within EYFS and Key Stage 1.	<ul style="list-style-type: none"> - Edsential Fundamentals Programme – Gross-motor skills intervention programme. 	Included as part of Premium SLA (£7,800)

Expected impact/sustainability and supporting evidence

Intent / Action	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
<p>Increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons.</p> <ul style="list-style-type: none"> - PE CPD for 2 teachers through 1 x Curriculum Support Programmes - Total PE+ Subscription - Edsential Subject Leader Support Programme 	<p>Proposed Impact:</p> <ul style="list-style-type: none"> • Primary teachers will be more competent and confident to deliver effective curriculum PE lessons having taken part in 6 x ½ days of PE CPD each (staff audits). • Lesson observations will show pupils receive Quality First Teaching across the whole PE curriculum - supported through our Total PE+ subscription, including making links to wider curriculum and supporting social development. • Curriculum PE assessments will show an increased number of children working at age-related expectations for PE. <p>How sustainability will be achieved:</p> <ul style="list-style-type: none"> • CPD will have a lasting impact upon teaching and learning. • Staff will be confident and competent teaching a range of curriculum areas. These in turn can be used to support our school in the future e.g. staff leading extra-curricular clubs. 	<p>How will impact be measured:</p> <ul style="list-style-type: none"> • Staff Voice across the year will show a growing confidence with the teaching of PE. • Edsential Impact Reports for Curriculum Support Programmes. • Curriculum PE attainment data.
<p>To increase physical activity levels to ensure children are meeting the active 30 minutes within school.</p> <ul style="list-style-type: none"> - Extra-curricular clubs delivered each half term. - Edsential PlayMaker Award 	<p>Proposed Impact:</p> <ul style="list-style-type: none"> • More pupils will be meeting their daily physical activity goal (30 minutes within school hours) compared to 2023/24. • More pupils taking part in PE and Sport Activities outside of school hours compared to 2023/24. • Increased number of children participating in breakfast and afterschool clubs. <p>How sustainability will be achieved:</p> <ul style="list-style-type: none"> • Children will continue their participation within sports outside of school hours. • Participation within clubs will contribute to children increasing physical competence. • Year 5 Play Leaders will continue again in 2025/25 when they are in Year 6. 	<p>How will impact be measured:</p> <ul style="list-style-type: none"> • Club registers and tracking documents • Class discussions and pupil voice • Curriculum PE assessment data (physical skills) • Edsential Impact Report for PlayMaker Award.

<p>To use physical activity to support mental wellbeing.</p> <ul style="list-style-type: none"> - Edsential Personal Best Programme - Edsential Engaging Girls in Sport Programme 	<p>Proposed Impact:</p> <p>Pupils will report an increase in one or more of the key outcomes of the programmes:</p> <ul style="list-style-type: none"> • Resilience • Self-esteem • Attitudes towards physical activity • Positive mental wellbeing <p>How sustainability will be achieved:</p> <ul style="list-style-type: none"> • Personal Best programme outcomes will be transferred into the wider curriculum e.g. pupils showing a developing resilience in a range of curriculum areas, not just PE and sport related. 	<p>How will impact be measured:</p> <ul style="list-style-type: none"> • Edsential Impact Reports for Personal Best. • Staff Voice • Pupil Voice
<p>To use school sport to develop social skills and promote physical activity outside of school.</p> <ul style="list-style-type: none"> - Competitions and Events, including Edsential Competitions for All Programme 	<p>Proposed Impact:</p> <ul style="list-style-type: none"> • Participation within competitive sport will support children to further develop teamwork skills, social and communication skills and supported wellbeing through a sense of 'togetherness'. • Increased number of children participating regularly within a sports club/ team as a result of our competitions provision across the year. • Children will develop a love of a sport and the confidence to strive to achieve their best- leading onto more areas of school and personal life. <p>How sustainability will be achieved:</p> <ul style="list-style-type: none"> • Participation within competitions will lead to an increase in the number of children participating within sports outside of school hours. 	<p>How will impact be measured:</p> <ul style="list-style-type: none"> • Edsential Impact Report for Competitions. • Registers and participation tracking documents. • Pupil Voice
<p>To promote 'Healthy Lifestyles' through PE, sport and physical activity.</p> <ul style="list-style-type: none"> - Edsential Fitness and Nutrition Workshops (x2) 	<p>Proposed Impact:</p> <ul style="list-style-type: none"> • Children will develop a deeper understanding of healthy lifestyles, especially around how important the role of sleep is to health and wellbeing. 	<p>How will impact be measured:</p> <ul style="list-style-type: none"> • Pupil Voice

<p>To support the development of physical literacy and gross motor skills within EYFS and Key Stage 1.</p> <ul style="list-style-type: none"> - Edsential Fundamentals Programme 	<p>Proposed Impact:</p> <ul style="list-style-type: none"> • Increased number of children participating in breakfast and afterschool clubs. • Greater number of children showing a good level of physical competence. • Increased numbers of children meeting Physical Early Learning Goals. <p>How sustainability will be achieved:</p> <ul style="list-style-type: none"> • Children will continue their participation within sports outside of school hours. • Increase of confidence with own physical ability will lead to participation in more PE / Sport. • Participation within clubs will contribute to children increasing physical competence. 	<p>How will impact be measured:</p> <ul style="list-style-type: none"> • Curriculum PE assessment data (physical skills) • Assessment of Physical ELGs. • Edsential Impact Report for Fundamentals Programme. • Club registers and tracking documents
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Actual impact/sustainability and supporting evidence

Intent / Action	What impact/sustainability have you seen?	What evidence do you have?
<p>Increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons.</p> <ul style="list-style-type: none"> - PE CPD for 2 teachers through 1 x Curriculum Support Programmes - GetSet4PE Subscription - Edsential Subject Leader Support Programme 	<p>Impact:</p> <ul style="list-style-type: none"> - Staff have shown increased confidence in teaching PE. - Standard of teaching in PE is high 	<p>Evidence:</p> <p>Curriculum Support Impact Reports</p> <ul style="list-style-type: none"> - Autumn 1 Curriculum Support Impact Report Curriculum Support Impact <p>Staff Voice:</p> <ul style="list-style-type: none"> - 80 % of staff reported an increase in confidence teaching PE following the Curriculum Support Programmes. - 80 % of staff reported an increase in confidence teaching PE through using Total PE+ to support teaching and learning. <p>Following the support, staff reported they:</p> <ul style="list-style-type: none"> - -
<p>To increase physical activity levels to ensure children are meeting the active 30 minutes within school.</p> <ul style="list-style-type: none"> - Extra-curricular clubs delivered each half term. - PlayMaker Award delivered to train 15 children from Year 5/6 to enhance lunch time provision 	<p>Impact:</p> <ul style="list-style-type: none"> - Average 45-50 children participating in lunch clubs at lunch time. - 20 children continually engaged with playleaders at lunch time. - 	<p>Evidence:</p> <p>Extra-Curricular Clubs:</p> <p>Total number of clubs ran across the year: 20</p> <ul style="list-style-type: none"> - 65 % of children across the whole school - 60 % of KS2 - 55 % of KS1 - 40% of EYFS <p><i>Compared to 23/24:</i></p> <p>Total number of clubs ran across the year: 18</p> <ul style="list-style-type: none"> - 60% of children across the whole school - 55% of KS2 - 50% of KS1 - 40 % of EYFS <p>Lunchtime Activities:</p> <p>% of pupil engaged in structured activity at lunch times:</p>

		<ul style="list-style-type: none"> - EYFS = 70% - Key Stage 1 = 80 % - Key Stage 2 = 60 % <p><i>(Taken as an average across half-termly observations)</i></p> <p>Edsential PlayMaker Award Programme Impact:</p> <ul style="list-style-type: none"> - View our Impact Report here. Playmaker Impact - View lunch time club impact report here. Lunch Club Impact
<p>To use physical activity to support mental wellbeing.</p> <ul style="list-style-type: none"> - Edsential Personal Best Programme - Engaging Girls in Sport Programme 	<p>Impact:</p> <ul style="list-style-type: none"> - Children who took part in both Engaging Girls in Sport and Personal Best have shown increased confidence and resilience in class and at breaktimes. 	<p>Evidence:</p> <p>Personal Best Programme:</p> <ul style="list-style-type: none"> - St Michael's Catholic Primary School - Edsential Personal Best Programme - Impact Report - Spring Term 2024/25 <p>Engaging Girls in Sport:</p> <ul style="list-style-type: none"> - St Michael's Catholic Primary School - Edsential Engaging Girls in Sport Programme Impact Report - Spring Term 2024/25
<p>To use school sport to develop social skills and promote physical activity outside of school.</p> <ul style="list-style-type: none"> - Competitions and Events, including Edsential Competitions for All Programme 	<p>Impact:</p> <p>School sport has helped pupils develop teamwork, communication, and leadership skills, which they now apply both in and out of lessons. The increased range of clubs and competitions has encouraged children to be more active beyond the school day, with many now taking part in community sports and maintaining healthier lifestyles.</p>	<p>Evidence:</p> <p>Number of sporting events entered:</p> <ul style="list-style-type: none"> - 2024 – 25 - 14 - 2023 – 24 - 14 - 2022 – 23 - 10 - 2021 – 22 - 8 - 2020 - 21 – 3 <p>% of children who took part in a sporting competition or event during 2024-25:</p> <ul style="list-style-type: none"> - EYFS – 0 % - KS1 – 30% - KS2 – 50 % <p>Compared to 2023/24:</p> <ul style="list-style-type: none"> - EYFS – 0% - KS1 – 15% - KS2 – 30%

<p>To promote ‘Healthy Lifestyles’ through PE, sport and physical activity.</p> <ul style="list-style-type: none"> - Edsential Fitness and Nutrition Workshops (x2) 	<p>Impact:</p> <p>PE and sport have promoted healthy lifestyles by encouraging all pupils to be more active on a daily basis. Children understand the importance of exercise for both physical and mental wellbeing and are making healthier choices as a result. Increased participation in active play, clubs, and competitive sport has helped pupils develop positive habits that extend beyond the school day.</p>	<p>Evidence:</p> <p>Pupil Voice following the Fitness and Nutrition workshops:</p> <ul style="list-style-type: none"> - 90% of children ‘enjoyed the session’ - 100% of children felt ‘they had a better understanding of how important sleep is to their health’ after taking part.
<p>To support the development of physical literacy and gross motor skills within EYFS and Key Stage 1.</p> <p>Edsential Fundamentals Programme</p>	<p>Impact:</p> <p>Edsential Fundamentals programme has strengthened the physical literacy and gross motors skills in EYFS and ks1, giving pupils confidence and enjoyment in physical activity.</p>	<p>Evidence:</p> <p>Curriculum PE assessment data (physical skills) shows:</p> <ul style="list-style-type: none"> - 81% of children working at ARE for physical skills in Key Stage 1 <p>Assessment of Physical ELGs.</p> <ul style="list-style-type: none"> - 70% of all EYFS children meeting physical ELG - ____% of all EYFS children meeting physical ELG who took part in Fundamentals Programme this year <p>Edsential Fundamentals Programme Impact: TBC</p> <ul style="list-style-type: none"> -

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

Question	Stats:	Further context - Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	52%	Many children cant access swimming outside of school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	16%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	10%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

