

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 2023/24

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?
<p>Lunchtime Coaches</p> <p>Plentiful resources in lessons.</p> <p>Early Years Garden</p> <p>Assessment ready to inform future teaching.</p> <p>More opportunities of sporting experiences for children and their families.</p> <p>Knowledge of competitive sports.</p>	<p>Lunchtimes were calmer and more purposeful. Children could plan their own play, especially when not linked to football.</p> <p>Observations. Pupil and staff feedback.</p> <p>Complete revamp. A wonderful space for the children which opened in the final half term.</p> <p>Records accessed by all.</p> <p>Participation in events. Pupil and parent feedback.</p> <p>Uptake in participation. Staff feedback.</p>	<p>Key Stage Two Children engaging in play outside of football.</p> <p>We still need to have a little more resources to help with throwing and catching.</p> <p>Transportation can be tricky.</p> <p>No netball team due to children not wanting to participating.</p>	<p>Arguments, supervision and engagement in play.</p> <p>An area with less observations across the phase.</p>

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>By joining the OPAL programme we aim to embed a play culture that promotes inclusion, independence and joy across the school community. Our school is committed to enriching children's experiences through high-quality outdoor play, recognising its vital role in fostering physical activity, wellbeing, creativity and holistic development.</p> <p>We are committed to delivering high-quality PE lessons that develop children's physical literacy, core skills and confidence across a progressive curriculum. By adopting the Complete PE scheme of work we will ensure consistency, challenge and inclusive opportunities that support every pupil's skill acquisition and long-term engagement in physical activity.</p> <p>We are committed to ensuring every child across the school has access to the core resources needed to engage in meaningful, skill-building physical activity. By equipping staff with adequate materials and structured planning tools we will foster inclusive, consistent and high-quality PE experiences for all pupils.</p>	<p>To implement the OPAL programme effectively, we will be assigned a dedicated OPAL mentor to guide staff in developing inclusive, engaging play practices and lead strategic planning. Key staff members will be identified as play leaders, responsible for coordinating resources, modelling high-quality outdoor interactions and fostering pupil voice. Training will be vital.</p> <p>We will follow the OPAL framework step by step to transform lunchtime activity—enhancing physical, social and imaginative play opportunities, while embedding systems for continuous review and improvement.</p> <p>To implement the Complete PE scheme effectively, staff will receive training to ensure confident delivery and consistent progression across year groups. Regular monitoring, skill assessments and team reflections will support the continual refinement of lessons and promote high-quality physical education for all pupils.</p> <p>To ensure sufficient core resources for physical activity across the school we will audit current equipment, identify gaps and invest in age-appropriate materials that support curriculum delivery. Staff will be supported with clear planning, storage systems and regular checks to maintain accessibility and consistent use for high-quality PE lessons.</p>

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?
<p>Impact:</p> <ul style="list-style-type: none"> Improved pupil wellbeing, creativity and social engagement during outdoor playtimes. Increased staff confidence in facilitating inclusive and purposeful play. <p>Sustainability:</p> <ul style="list-style-type: none"> Embedding play into school culture through trained play leaders and ongoing mentoring. Regular review via OPAL audit tools and pupil feedback to refine provision. <p>Impact:</p> <ul style="list-style-type: none"> Consistent, progressive PE curriculum that builds physical literacy and encourages lifelong engagement. Improved teacher confidence and lesson quality across year groups. <p>Sustainability:</p> <ul style="list-style-type: none"> Ongoing staff training and collaborative planning with reflective tools to adapt lessons as needed. Integration of assessment points to track pupil progress over time. <p>Impact:</p> <ul style="list-style-type: none"> Increased pupil participation and enjoyment in PE lessons due to accessible, age-appropriate equipment. Reduced lesson disruption and improved flow of physical activity sessions. <p>Sustainability:</p> <ul style="list-style-type: none"> Annual audits and stock checks to maintain resource quality. Staff ownership through clear systems for planning, storage and use. 	<p>Pupil voice surveys, behaviour logs showing calmer transitions, play audits, staff CPD evaluations.</p> <p>Lesson observations, pupil skill tracking records, PE lead monitoring reports, staff feedback.</p> <p>Equipment inventories, PE planning documentation, feedback from staff and pupils, resource usages.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Improved pupil wellbeing, creativity and social engagement during outdoor playtimes. Increased staff confidence in facilitating inclusive and purposeful play. Embedding play into school culture through trained play leaders and ongoing mentoring. Regular review via OPAL audit tools and pupil feedback to refine provision.</p> <p>Consistent, progressive PE curriculum that builds physical literacy and encourages lifelong engagement. Improved teacher confidence and lesson quality across year groups.</p> <p>Ongoing staff training and collaborative planning with reflective tools to adapt lessons as needed. Integration of assessment points to track pupil progress over time.</p> <p>Increased pupil participation and enjoyment in PE lessons due to accessible, age-appropriate equipment. Reduced lesson disruption and improved flow of physical activity sessions.</p> <p>Annual audits and stock checks to maintain resource quality. Staff ownership through clear systems for planning, storage and use.</p>	<p>Pupil voice surveys, behaviour logs showing calmer transitions, play audits, staff CPD evaluations.</p> <p>Lesson observations, pupil skill tracking records, PE lead monitoring reports, staff feedback.</p> <p>Equipment inventories, PE planning documentation, feedback from staff and pupils, resource usage.</p>