

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 did not go well? | How do you know? |
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| The engagement of children during lunchtimes with structured activities either run by Play Leaders or Midday Staff. | On average, the following have taken part in structured lunchtime activities including football, basketball, athletic activities, Play Leader games, intra competitions: <ul style="list-style-type: none"> - 64% of KS2 - 56% of KS1 Play Maker data | Equipment shortages- some may need to be bought to help with delivery to avoid curriculum equipment being used. | Play leader feedback |
| The increased knowledge and confidence of all staff, leading to high-quality curriculum PE lessons through CPD- curriculum support sessions. 96% of staff reported an increase in confidence teaching PE following the Curriculum Support Programmes. Lessons observed were of a high quality. | All school staff are using Total PE+ for individual lesson plans to support teaching and learning. Edsential Curriculum Support forms. Lesson observations and learning walks were conducted and evidence gathered. | Although the confidence of staff has increased there are still areas of the PE curriculum that staff feel they need support with. It is important to get this confidence with all staff across all areas of the PE curriculum. | Edsential Curriculum Support forms indicate the gaps that remain in staff confidence. |

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| Improved swimming attainment for Year 6 children following the booster swimming session. | 80% Year 6 children could swim 25m by the end of the booster 78% of children could swim a range of strokes and perform self-rescue. | | |
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Intended actions for 2024/26

| What are your plans for 2024/25? Intent | How are you going to action and achieve these plans? Implementation | Costings for each intent/ action |
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| To continue to increase the knowledge and confidence of all staff, leading to high-quality curriculum PE lessons. | <ul style="list-style-type: none"> - PE CPD for all teachers through 3 x Curriculum Support Program - 12 Curriculum support programs in total - Total PE+ Subscription - Edsential Subject Leader Support Programme – Termly meeting with local advisor to support PE Subject Leader in their role. | Edsential £ 9600 £365 £600 |
| To increase physical activity levels to ensure children are meeting the active 30 minutes within school. | <ul style="list-style-type: none"> - Extra-curricular clubs delivered each half term through Edsential (2 each half term). 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 Play Maker Award – Training for up to 15 children from Year 5/6 to lead activities for children at lunchtimes. | 12 clubs – £3600 £930 |
| 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 - Access to Wirral School Games competitions and events | Included as part of Edsential CPD Wirral School Games – No cost to access. |
| To improve the children's core strength, balance and coordination. To move energetically in a range of ways and negotiate obstacles in their way. | <ul style="list-style-type: none"> - Grow Wellbeing to support the children in Reception and to develop outdoor learning – promote wellbeing. - Purchase of 20 lessons to support Outdoor learning and Education. - Hybrid plan of Forest Schools. | £3485 |

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? |
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| <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 all teachers through 3 x Curriculum Support Programs - 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 3 lots of 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 extracurricular clubs. | <p>How will impact be measured:</p> <ul style="list-style-type: none"> • Staff Voice across the year will show growing confidence with the teaching of PE. • Edsential Impact Reports for Curriculum Support Programs • Pupil Voice to highlight the impact of CPD upon PE lessons. • 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 Play Maker 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 after-school clubs. <p>How sustainability will be achieved:</p> <ul style="list-style-type: none"> • Children will continue their participation in sports outside of school hours. • Participation within clubs will contribute to children increasing physical competence. • Play Leaders will lead the daily activities 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 Play Maker Award. |

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| <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 in 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 improve the children’s core strength, balance and coordination. To move energetically in a range of ways and negotiate obstacles in their way.</p> <ul style="list-style-type: none"> - Grow Wellbeing to support the children in Reception and to develop outdoor learning – promote wellbeing. - Purchase of 20 lessons to support Outdoor learning and Education. <p>Hybrid plan of Forest Schools.</p> | <p>Proposed Impact:</p> <ul style="list-style-type: none"> • The children in F2 display greater confidence. An improvement to be seen in their strength, balance, and coordination. Children can use the skills learnt in other areas of the curriculum. • Increased number of children achieving the expected standard in their EYFS gross motor skills learning goals at the end of the year. <p>How sustainability will be achieved:</p> <ul style="list-style-type: none"> • The skills that the children acquire will help them in other areas of the curriculum and with their PE skills in future years. | <p>How will impact be measured:</p> <ul style="list-style-type: none"> • Staff voice • Pupil voice • EYFS learning goals data |

Actual impact/sustainability and supporting evidence

| Intent / Action | What impact/sustainability have you seen? | What evidence do you have? |
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| <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 all teachers through 3 x Curriculum Support Programs - Total PE+ Subscription - Edsential Subject Leader Support Programme | <p>Impact:</p> <p>Primary teachers are more competent and confident to deliver effective curriculum PE lessons. They have had support across a range of PE areas focusing on areas of need. Lesson observations have shown pupils receive Quality First Teaching across different areas of the PE curriculum.</p> <p>The Total PE+ subscription has meant that teachers have plans in place to deliver progressive lessons, and it has helped them to be more confident in their delivery.</p> <p>Children have had access to new sports e.g. badminton.</p> <p>Curriculum PE assessments show an increased number of children working at age-related expectations for PE.</p> <p>Sustainability</p> <p>CPD has had an impact upon teaching and learning.</p> <p>Staff are confident and competent teaching a range of curriculum areas.</p> <p>Staff are aware of areas of need they still have for CPD so that this can be addressed in future.</p> | <p>Evidence:</p> <p>Curriculum Support Impact Reports</p> <ul style="list-style-type: none"> - Autumn 1 Curriculum Support Impact Report See Subject Leader File - Autumn 2 Curriculum Support Impact Report See Subject Leader File - Spring Term 1 Curriculum Support Impact Report See Subject Leader File - Spring Term 2 Curriculum Support Impact Report See Subject Leader File - Summer Term 1 Curriculum Support Impact Report See Subject Leader File - Summer Term 2 Curriculum Support Impact Report See Subject Leader File <p>Staff Voice:</p> <ul style="list-style-type: none"> - 100% of staff reported an increase in confidence teaching PE following the Curriculum Support Programs. - 100 % 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"> • had a better understanding of the structure of a PE lesson. • felt more confident differentiating within PE lessons. • felt more confident modelling skills. • had a better understanding of the impact high-quality PE can make to mental wellbeing. • had a better understanding of the impact high-quality PE can make to social and emotional learning. <p>Some quotes from the staff following the CPD</p> <ul style="list-style-type: none"> - Both the children and I really enjoyed all the sessions of support. I was not |

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| | | <p>confident with teaching this football element but am now very confident that I could do it again and repeat with different team sports. Great support, tips and encouragement.</p> <ul style="list-style-type: none"> - Even though I was confident teaching the skills I was worried how it could be done in our small playground, the support enabled me to see how to best use the space and keep everyone safe. - I now have a much better understanding of how to hand over creativity and responsibility to the children during lessons. From them, taking the initiative for warming themselves up to leading their groups, it was great to see what the children could do themselves. - Massively beneficial- to both me and the children. - A positive experience for me and the children. Lots of praise and constructive feedback. |
| <p>To increase physical activity levels to ensure children are meeting the active 30 minutes within school.</p> <ul style="list-style-type: none"> - Two extra-curricular clubs delivered each half term. - Play Maker Award delivered to train 15 children from Year 5/6 to enhance lunch time provision | <p>Impact: Lunchtime activities and the work of the Play Leaders have meant more pupils are meeting their daily physical activity goal (30 minutes within school hours) compared to 2023/24. More pupils have taken part in PE and Sport Activities outside of school hours.</p> <p>Sustainability: Children have continued their participation in sports outside of school hours. Participation within clubs has contributed to children increasing physical competence. The Play Leaders have led activities during lunchtime for the children and equipment on the playground has made the children much more active. Year 5 Playleaders will be trained at the end of the summer term to begin leading when they are in Year 6 25/26.</p> | <p>Evidence: <i>Extra-Curricular Clubs:</i></p> <ul style="list-style-type: none"> - Total number of clubs ran across the year 12 clubs each for 6 weeks: % of children across the whole school = 31% % of KS2 = 34% % of KS1 = 24% <p><i>Lunchtime Activities:</i> % of pupil engaged in structured activity at lunch times: <i>Key Stage 1 = 19 %</i> <i>Key Stage 2 = 35%</i> <i>(Taken as an average across half-termly observations)</i></p> <p>Edsential Play Maker Award Program Impact: See Subject Leader File for data</p> |
| <p>To use school sports 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 | <p>Impact: Participation within competitive sport has supported children to further develop teamwork skills, social and communication skills and supported wellbeing through a sense of 'togetherness'.</p> | <p>Evidence: Number of sporting events entered: - 2024 – 25 - 3 % of children who took part in a sporting competition or event during 2024-25: - KS2 – 16%</p> |

*All children did take part in Sports Day 100%

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| <p>Program</p> | <p>The children who have taken part in competitions have developed a greater love of a sport and the confidence to strive to achieve their best- leading onto more areas of school and personal life.</p> <p>Sustainability: Those children who took part enjoyed the experience and want to do it again in the future. They have gained valuable skills to use across the curriculum. However, the uptake of children to take part in competitions this year was not as high as the previous year. Next year we will focus on encouraging children to have a go and to enter a wider range of competitions. The extra-curricular clubs will focus on upcoming competitions to enable the children to gain confidence.</p> | |
| <p>To improve the children's core strength, balance and coordination. To move energetically in a range of ways and negotiate obstacles in their way.</p> <ul style="list-style-type: none"> - Grow Wellbeing to support the children in Reception and to develop outdoor learning – promote wellbeing. - Purchase of 20 lessons to support Outdoor learning and Education. <p>Hybrid plan of Forest Schools.</p> | <p>Impact: The children in F2 display greater confidence. There has been an improvement in their strength, balance, and coordination. Children have been able to use the skills learnt in other areas of the curriculum. There has been an increase in the number of children achieving the expected standard in their EYFS gross motor skills learning goals at the end of the year.</p> <p>Sustainability: The skills that the children have acquired have helped them in other areas of the curriculum e.g.</p> | <p>Evidence: Staff Voice 69% of children have improved in confidence 81% of children have improved their coordination 65% of children have improved their core strength and balance. EYFS data 77% of children achieved the expected standard in their EYFS gross motor learning goals at the end of the year.</p> |

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 |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 62% | One child had broken fingers, so missed catchup sessions. One child was on holiday, so missed catchup sessions. Three children who were offered extra sessions, but parents refused to send them. One child went to over half extra sessions but missed testing due to family bereavement. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke? | 64% | One child had broken fingers, so missed catchup sessions. One child was on holiday, so missed catchup sessions. Three children who were offered extra sessions, but parents refused to send them. One child went to over half extra sessions but missed testing due to family bereavement. |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 60% | One child had broken fingers, so missed catchup sessions. One child was on holiday, so missed catchup sessions. Three children who were offered extra sessions, but parents refused to send them. One child went to over half extra sessions but missed testing due to family bereavement. |
| 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 | £1,545 spent from PE Premium |

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| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | |
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