

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.

Review of last year 2024/5

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?
Increase of community sports club links with the school resulting in children engaging in more sporting activities outside of school.	Feedback from external clubs stating children have enrolled. Families requesting additional information and leaflet regarding sporting provision.	Percentage of children meeting expected standard of swimming at the end of KS2.	Decrease in percentage of children achieving expected standard. Increase of swimming refusers and non attendance.
Introduction of new, streamlined PE curriculum.	Pupil voice, feedback from teachers regarding progression of skills taught. Lesson observations shows evidence of clearer progression of skills taught. Staff voice has been extremely positive with regard to the new PE curriculum.	Consistent use of forest school across the year.	Timetable of access to forest school decreased during autumn 2 until summer 2.
Consistent attendance at town and regional sporting events.	Registers of competition events and log of participants		
Further opportunities for identified SEND children to participate in sporting events.	Log on participants who are currently identified on SEND register. Increase in participation of identified children from previous year.		
Engagement in trust wide sporting events.	Record of attendance at events, feedback from pupils and PESSPA leaders across the trust.		
Continuing to increase breadth of curriculum offer and achievement of School Games Mark.	Reaccreditation of School Games Mark Platinum.		
CPD for target year groups with an emphasis on inclusion of SEND pupils.	Feedback from Youth Sport Trust provider		

Review of last year 2024/5

and staff who engaged within CPD offer.

Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Increase range of after school clubs on offer to ensure participation remains high and to target further children for participation.	Survey families and pupils to ascertain which clubs they would like to see on the annual after school clubs calendar. Track attendance at the clubs. Pupil voice after attendance at club to evaluate success and impact.
Further investment in forest school and subject leads to begin to make explicit curriculum links to forest school and their subject area.	Dedicated subject leader time to plan curriculum links to use of forest school to enhance outdoor learning. Teacher meeting time to share links. Monitor timetable of use of forest school.
Swimming lessons to occur earlier in KS2 in a bid to overcome fear of water and remove barriers to swimming.	Liaise with H.T.C.S over swimming slots for the academic year and ensure families are informed of slots and national curriculum requirements for swimming. Participation in swim safety programme provided by Hartlepool LA.
Focus on sport participation for disadvantaged children and ascertain perceived barriers to lack of participation.	Tracking of pupil premium children of attendance at sporting events and clubs. Provide funded support for barriers (kit, cost of clubs. Monitor attendance on a termly basis.
Ensure that school continues ensuring the reaccreditation of Platinum for School Games Mark Award.	Implement long term action plan aligned to criteria for Platinum standard. Create evidence portfolio for standards.
Enhance further OPAL provision by increasing resources for active lunchtimes.	Investment in OPAL equipment and creation of additional zones for equipment. Additional dedicated time form PESSPA lead and OPAL lead to ensure provision is set up accordingly over lunchtimes.
Sports leaders within school to lead break time and lunchtime activities.	Train new sports leaders in role. Set up half termly meetings for CPD sessions for the sports leaders and ascertain feedback regarding participation. Provide opportunities for sports leaders to deliver a range of sessions over the academic year.

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?
Greater numbers of pupils registering for after school clubs including pupils who have not previously accessed the provision.	After school club attendance register. Tracking of pupils by year group. Pupil voice.
Effective use of forest school to enhance curriculum offer and outdoor learning with increase in pupil engagement.	Staff survey, review of planned activities, pupil voice.
Increased percentage of children achieving expected standard in swimming and greater engagement of pupils attending swimming lessons. Identified pupils accessing the swim safely scheme.	Registers of attendance at H.T.C.S swimming sessions. Register of attendance at school on swimming days. Less families withdrawing pupils from swimming sessions. Spreadsheet of pupil achievements within swimming sessions.
Inclusive and broad after school club offer which targets children from Reception to Year 6.	Leaflet outlining range of after school clubs on offer. Attendance registers. Evidence of variety of clubs from previous pupil voice.
Increased percentage of disadvantaged pupils accessing sport offer provide by school.	Pupil premium tracker, attendance register from after school clubs.
Consistency of Platinum School Games Mark achievement and raised profile of PE offer through social media.	Calendar of events and activities, social media posts, use of ClassDojo, School Games Mark portfolio of evidence.
Vast majority of pupils active during lunchtime and accessing a greater variety of OPAL zones thus promoting a positive experience of active lunchtimes.	Observations of pupils over lunchtime. Achievement of OPAL accreditation.
Greater engagement of pupils being physically active over breaktimes and lunchtimes.	Observations of pupils being active during breaktimes. Fewer behaviour incidents.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?