



# PE Funding

# Evaluation Form



Department  
for Education



Commissioned by



YOUTH  
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## 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.*

## 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>All pupils are provided with ample opportunity throughout the day, including break and dinner times, to access physical activity.</p> <p>Extra-curricular clubs, such as football, dance and multi-sports have been on offer to pupils to further expose them to regular physical activity throughout the year.</p> <p>Our Y6 sport coaches have put on sporting/competitive activities throughout lunch times to provide yet more opportunities for physical activities.</p> <p>Physical activity within our wider community has been promoted, as parents and guardians have been encouraged to join us for activities and sporting events throughout the year.</p> <p>Muga has been built and hosted a competitive football game against another school.</p> <p>Further external links have continued to grow</p>	<p>Participation feedback data reported that 96% of pupils were taking part in sessions, with those not provided with roles to engage them within the session (eg referee/coach/support etc).</p> <p>An increased number of pupils were able to access sports in which they normally would not have, due to an expansive curriculum offered.</p> <p>More pupils were able to represent the school in sporting events (across a wider range of year groups).</p> <p>Year 6 sports leaders assumed more trusting positions at lunch times, given the opportunity to plan and lead games throughout the year.</p> <p>Taking part in and hosting sporting events has led to a lasting relationship with neighbouring schools and supported a lasting legacy of competition both internally and externally.</p>	<p>Overlapping Clubs Affected Participation: Some after-school clubs ran on the same night, leading to low uptake in certain sports-focused clubs. <i>Example:</i> Netball club had only 4 children due to clashing with more popular or novelty clubs such as Den Building, Edstart, and others.</p> <p>Missed Competitive Opportunities: Low numbers in key sports clubs meant that the school couldn't enter some external competitions despite initial interest.</p> <p>Promotion and Pupil Targeting: Some clubs lacked sufficient promotion or didn't specifically target pupils who would benefit or were likely to attend, leading to under-subscription.</p>	<p>The clash of clubs likely impacted attendance.</p> <p>Netball's low turnout meant you couldn't enter competitions.</p> <p>There may have been missed opportunities due to poor promotion or over-scheduling.</p>

and strengthen with other schools and our local secondary schools, as the competition calendar enables schools to challenge themselves.

Our PE curriculum is embedded and meets not only the expectations of the curriculum, but is specific to the needs of our pupils across the school.

Parents involved/invited to in school competitions. Sports day, St Antony's Cup.

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Curriculum Enhancement</p> <ul style="list-style-type: none"> <li>Review and adapt the PE curriculum to better meet the needs and interests of pupils.</li> <li>Include targeted activities such as skipping in preparation for events like Skipathon.</li> <li>Link curriculum units to key events in the school calendar (e.g. St Antony’s Cup, Sports Day) to increase motivation and relevance.</li> </ul> <p>Competition and Enrichment</p> <ul style="list-style-type: none"> <li>Increase participation in inter-school competitions throughout the year, ensuring more pupils have opportunities to represent the school.</li> </ul> <p>Transport and Accessibility</p> <ul style="list-style-type: none"> <li>Begin exploring options to fundraise or secure a minibus to support travel to off-site competitions and sporting events.</li> </ul> <p>Extra-Curricular Alignment</p> <ul style="list-style-type: none"> <li>Strategically plan after-school sports clubs to align with competition schedules.</li> <li>Avoid overcrowding the timetable with too many clubs on the same day to ensure better pupil uptake and preparation for events.</li> </ul>	<p>Curriculum Mapping: Audit current PE provision and adjust units to include calendar-linked focuses.</p> <p>Incorporate skipping skills and progressive challenges in lead-up to Skipathon.</p> <p>Event Integration: Align termly PE focuses with key school sports events. Use house competitions (e.g. St Antony’s Cup) as motivators for skill development.</p> <p>Fundraising Strategy: Launch fundraising efforts for a school minibus via school events, local sponsors support.</p> <p>Club Timetable Coordination: Plan clubs to reflect sports in local and regional competitions. Involve staff and external coaches where possible.</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>Review and adapt the PE curriculum to better meet pupil interests and skill needs.</p> <p>Include activities such as skipping to prepare for whole-school events like Skipathon.</p> <p>Link PE units with key events in the school calendar (e.g. St Antony's Cup, Sports Day) to increase relevance and motivation.</p> <p>Competition and Enrichment Broaden opportunities for pupils to participate in inter-school competitions across the year.</p> <p>Transport and Accessibility Explore options for funding a school minibus to improve access to off-site sporting events.</p> <p>Extra-Curricular Alignment Plan after-school clubs strategically to align with the competition calendar.</p> <p>Avoid over-scheduling on the same evening to maximise pupil participation and club uptake.</p> <p>Implementation Conduct a curriculum audit to ensure progression and relevance.</p> <p>Map out the school sports calendar and align units and clubs accordingly.</p> <p>Monitor club attendance and adjust timing and promotion to avoid clashes.</p> <p>Launch a fundraising plan (e.g. school events, PTA support, local sponsorship) for the minibus.</p>	<p>Quantitative Evidence</p> <p>Club Registers Track attendance across all after-school clubs to measure pupil interest, identify trends, and spot where adjustments are needed. SAFWU</p> <p>Competition Participation Logs Record the number of pupils participating in inter-school competitions, noting gender, year group and frequency to evaluate reach and inclusivity.</p> <p>Event Participation Monitor involvement in school-wide events such as Skipathon, Sports Day and the St Antony's Cup to gauge whole-school engagement.</p> <p>Transport Use (if minibus secured) Keep a log of how often and how widely the minibus is used to support access to sporting events.</p> <p>Qualitative Evidence</p> <p>Pupil Voice Gather feedback from pupils about their enjoyment of PE, clubs, and events through surveys, class discussions, or school council.</p> <p>Staff Feedback Collect input from staff leading clubs or teaching PE about curriculum changes, club uptake and pupil enthusiasm.</p> <p>Parental Feedback Gain insights from parents via informal comments, parent evenings, or surveys—especially</p>

## Expected impact and sustainability will be achieved

<p>Review impact termly to adapt plans responsively.</p> <p>Expected Impact</p> <p>Improved Pupil Engagement in PE through event-linked learning and purposeful activity.</p> <p>Increased Participation in external competitions due to improved club preparation and logistics.</p> <p>Higher Skill Levels through a focused and well-sequenced curriculum.</p> <p>Wider Access for pupils from all backgrounds with the support of school-owned transport.</p> <p>Stronger Club Attendance and less drop-off due to more strategic scheduling.</p> <p>Sustainability</p> <p>Curriculum and club planning systems will be embedded into annual routines.</p> <p>A minibus will serve as a long-term investment, removing future transport barriers.</p> <p>Establishing a sport-linked calendar builds a lasting culture of participation and celebration.</p>	<p>regarding access, transport and extracurricular opportunities.</p> <p>Photographs &amp; Displays Use photos, school dojo and instagram, pupil work (e.g. event reflections), and celebration boards to showcase participation and promote sporting success.</p> <p>Progress Checks Termly Review Meetings Monitor progress on actions such as curriculum updates, club alignment and minibus funding at termly review points with SLT or PE leads.</p> <p>Action Plan Updates Maintain and update the PE action plan regularly with evidence and commentary.</p>
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## Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p><b>Improved Pupil Engagement in PE</b> Pupils are more enthusiastic during PE lessons, particularly when activities are linked to school events (e.g. St Antony's Cup preparation built excitement and focus).</p> <p><b>Higher Attendance in Well-Timed Clubs</b> After reviewing the club timetable and adjusting for clashes, certain sports clubs (e.g. football, athletics) saw a clear increase in attendance.</p> <p><b>More Inclusive Participation in Events</b> Whole-school events like Sports Day and intra-school competitions (e.g. St Antony's Cup) have had broader involvement across different year groups and abilities.</p> <p><b>Greater Staff Awareness of Competition Timings</b> Aligning clubs with upcoming competitions has helped staff better prepare pupils and reduce last-minute planning.</p> <p><b>Sustainability Already Evident</b> <b>Curriculum Links to Calendar Events Embedded</b> Teachers are beginning to routinely align PE content with key school events, creating a more purposeful and repeatable yearly structure.</p> <p><b>After-School Club Planning is More Strategic</b> Lessons learned about scheduling and promotion have shaped a more sustainable, effective model for planning clubs across the year.</p> <p><b>Growing Sporting Culture in School</b> Sport is becoming a more visible and celebrated part of school life, with pupils increasingly asking about clubs, events and competitions.</p> <p><b>Foundation for Long-Term Transport Solutions</b></p>	<p><b>Pupil Engagement &amp; Participation</b> <b>Club Registers:</b> Attendance records show increased uptake in strategically timed clubs (e.g. football, athletics) after adjustments were made to avoid clashes.</p> <p><b>PE Lesson Observations / Pupil Response:</b> Informal feedback and lesson observations show high levels of enjoyment, especially when activities were linked to school events like St Antony's Cup.</p> <p><b>Event Participation Lists:</b> Strong turnout across year groups for whole-school events such as Sports Day and internal competitions.</p> <p><b>Staff &amp; Curriculum Development</b> <b>Curriculum Maps/LTP:</b> Evidence of revised curriculum plans that align PE units with school events across the calendar year.</p> <p><b>Staff Feedback:</b> Verbal and written feedback from staff confirms that better planning around competitions has led to more confident delivery and improved pupil preparation.</p> <p><b>Extra-Curricular Offer</b> <b>Club Timetables and Promotional Materials:</b> Copies of club letters, flyers and termly overviews show increased clarity and communication with parents.</p> <p><b>Analysis of Club Overlap:</b> Records from earlier in the year showing poor uptake due to overlapping clubs (e.g. Netball vs. Edstart) have informed better scheduling decisions.</p>

## Actual impact/sustainability and supporting evidence

Conversations and planning around a minibus have started to raise awareness and open potential funding channels.

Whole-School and Community Engagement

Photos and Displays:

Visual evidence of pupil involvement in PE and sport across the school, shared on display boards, newsletters and school social media.

Parent Feedback:

Informal feedback from parents has highlighted increased awareness of PE events and appreciation for wider sporting opportunities.

Initial Fundraising Activity Logs:

Records of discussions or early fundraising efforts toward a minibus, showing steps being taken toward longer-term goals.