



# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



## 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?
<ul style="list-style-type: none"> <li>Improved external facilities enabled most pupils to access at least 30 minutes of daily physical activity.</li> <li>Woodland area development ensured all-year access for all classes, increasing outdoor physical opportunities.</li> <li>Extracurricular clubs and enrichment trips exposed pupils to a wide variety of sports, including water sports, yoga, and competitive team events.</li> <li>Radio Club gained national recognition, raising the profile of PE and supporting pupil wellbeing.</li> <li>Implementation of a revised PE curriculum supported clear progression and improved staff confidence.</li> <li>Specialist coaching contributed to both wellbeing and professional development.</li> <li>Pupils displayed improved physical strength, fitness, and mental wellbeing.</li> <li>Noticeable reduction in injuries and behaviour issues during lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>Increased pupil engagement at break times and in clubs.</li> <li>Pupil voice highlighted enjoyment and a more positive attitude toward physical activity.</li> <li>Fitness improvements were observable across the year.</li> <li>Staff feedback confirmed the positive impact of CPD and curriculum changes.</li> <li>National recognition of the Radio Club reflected the broader wellbeing and educational impact.</li> <li>Fewer behavioural incidents and improved lunchtime atmosphere were reported by staff.</li> </ul>	<ul style="list-style-type: none"> <li>Some trim trail elements required renewal due to wear and weathering.</li> <li>Limited space continued to restrict the breadth of physical activities during certain weather conditions.</li> <li>Inter-school competitions were harder to maintain consistently across the year.</li> </ul>	<ul style="list-style-type: none"> <li>Staff and pupil feedback regarding space and activity limitations.</li> <li>Equipment reviews highlighted wear and tear on some outdoor elements.</li> <li>Diary of events showed fewer inter-school opportunities than planned.</li> </ul>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>• Continue external site development to support minimum 30 minutes of daily activity.</li> <li>• Provide filtered water coolers to support healthy lifestyle habits.</li> <li>• Offer inclusive clubs focusing on fun, confidence-building and engagement of less active pupils.</li> <li>• Promote the impact of PESSPA (Physical Education, School Sport and Physical Activity) on physical and mental wellbeing across school life.</li> <li>• Provide CPD to lunchtime supervisors to structure active play.</li> <li>• Further develop staff PE delivery through coaching and curriculum support.</li> <li>• Continue award-winning Radio Club with health and wellbeing themes.</li> <li>• Expand enrichment activities via trips to external venues.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular maintenance and phased upgrades of outdoor areas, including the trim trail and woodland.</li> <li>• Purchase and installation of water coolers in pupil-accessible areas.</li> <li>• Review and redesign of club offerings with a focus on enjoyment and inclusivity.</li> <li>• Organisation of wellbeing-focused theme weeks and community engagement initiatives.</li> <li>• Lunchtime supervisor training in structured games.</li> <li>• Ongoing staff CPD and curriculum mapping led by PE lead and external coaches.</li> <li>• External trips to venues offering sports beyond school's facilities.</li> <li>• Continued partnership with local sports organisations and the school pyramid for competitive events.</li> </ul>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ul style="list-style-type: none"> <li>• Pupils achieving/exceeding the 30-minute daily activity target.</li> <li>• Positive and sustainable lifestyle choices linked to hydration, fitness, and enjoyment.</li> <li>• Continued growth in pupil confidence and resilience through access to diverse sports.</li> <li>• Staff and lunchtime supervisor CPD embeds a lasting culture of activity and wellbeing.</li> <li>• Enhanced school reputation and community engagement through nationally recognised initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation registers for clubs and enrichment activities.</li> <li>• Pupil voice feedback and wellbeing surveys.</li> <li>• Staff CPD logs and lesson observations.</li> <li>• Photographic evidence from events and trips.</li> <li>• Records of behaviour and lunchtime incidents.</li> </ul>

## Spending Details 2024/5

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Increased daily activity levels: Most pupils are now consistently accessing at least 30 minutes of physical activity daily, supported by improved external spaces. This is evidenced by pupil and staff surveys and reduced lunchtime incidents.</p> <p>Positive attitudes towards sport &amp; healthy lifestyles: Pupil voice feedback indicates children feel more confident trying new activities and value keeping active. The water coolers have reinforced hydration habits, linking directly to wellbeing.</p> <p>Staff confidence and skills developed: Lunchtime supervisors now independently lead a variety of games and activities, embedding an active culture. Teaching staff, supported by the PE lead and specialist coaches, report greater confidence delivering PE and enrichment sessions.</p> <p>Targeted support for wellbeing: Radio Club and specialist coaching sessions have strengthened pupils' understanding of health, mental wellbeing and contextual issues. This holistic approach means children associate physical activity with overall happiness and resilience.</p> <p>Sustained structures: Investments in external spaces and equipment will continue to benefit future cohorts. CPD for staff and lunchtime supervisors ensures long-term impact beyond the life of individual funding cycles.</p>	<ul style="list-style-type: none"> <li>• Participation data, improved fitness assessments, and positive pupil voice feedback will evidence success.</li> <li>• Lunchtime supervisors confidently leading structured games.</li> <li>• Increased uptake of clubs by previously less active children.</li> <li>• Long-term improvements to external spaces provide sustained benefits for future cohorts.</li> </ul>

# Spending Details 2024/5

## Spending table

Funding allocation 2024-25 = £16,560

Category	Sub-category	Use / description	Amount (£)
CPD	External	Specialist coaching & in-house support for teachers (PE curriculum CPD)	£1,000
	Internal	CPD for lunchtime supervisors	£150
	Interschool	-	£0
	Online	-	£0
Internal Spend	External coaches	(Also covered under above specialist coaching)	Included
	School based extra-curricular	Lunchtime sports clubs & staffing	£1,000
	Internal competitions	-	£0
	Travel	Trips to leisure venues (transport etc.)	£3,000
	Equipment	Equipment replacement & resources	£8,310
External Spend	Memberships	Supporting CPD	£100
	Educational platforms	Online access	£900
	Interschool sports	-	£0
	External coaches	Wellbeing & specialist initiatives (external coaching)	£2,100

## Totals by category

Category	Total (£)
CPD	£1,150
Internal Spend	£13,310
External Spend	£2,100
<b>Overall total spent</b>	<b>£16,560</b>

The information in this report has been signed off by the Headteacher and Chair of Governors.