

# 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>Introduce lunchtime sport sessions/activities for pupils: AFC Fylde coaches have been in school 3x per week hosting lunchtime sports clubs for KS1 and KS2 children.</p> <p>CPD for teachers and teaching assistants: PE Lead and Acting Assistant Head attended the 'Wyre and Fylde School Sports and PE Conference'.</p> <p>Reception teacher and teaching assistant attended 'Go Velo' training.</p> <p>Reception teacher attended EYFS course 'Can we write? Yes we can!'</p>	<p>Pupil participation was high, with consistent attendance noted across KS1 and KS2. Staff have observed improved behaviour and engagement during lunchtimes. Pupil voice indicates enjoyment of activity</p> <p>Key strategies and updates from the conference were shared with staff through follow-up discussions and planning. As a result, new ideas were embedded into the PE action plan for the year.</p> <p>Reception staff reported increased confidence in delivering early cycling and balance activities. Pupils have been more engaged in outdoor physical development.</p> <p><b>EYFS course ('Can we write? Yes we can!')</b>: Though primarily literacy-based, strategies from this course have been used to integrate mark-making and movement into EYFS PE, supporting cross-curricular learning and physical development.</p>	<p>Limited competition opportunities for Key Stage 1 (KS1)</p> <p>Lunchtime physical activity provision</p> <p>Low engagement in physical activity outside of school hours</p>	<p>Due to changes in the School Games Organiser (SGO) role, the offer was predominantly targeted at KS2, resulting in fewer competitive events accessible to younger pupils.</p> <p>AFC Fylde staff present only three times per week instead of five. While a structured activity rota was successfully implemented for KS2, the same was not done for KS1.</p> <p>There was no formal incentive or scheme in place to encourage active travel such as walking or cycling to school, which limited parental involvement and reduced opportunities for pupils to be physically active beyond the school day.</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
<ul style="list-style-type: none"> <li>• Continue to raise the profile of PE across the school through high-quality teaching, regular physical activity opportunities, and celebration of sporting success in assemblies and newsletters.</li> <li>• Embed the progression of skills across year groups, ensuring consistency in planning, delivery, and assessment.</li> <li>• Support staff confidence in delivering PE through team teaching, CPD sessions, and updated planning resources.</li> <li>• Increase pupil participation in both competitive and non-competitive physical activities, including intra- and inter-school events.</li> <li>• Develop leadership opportunities for pupils through sports leaders or play leaders at break and lunch times.</li> <li>• Ensure inclusive PE provision for all pupils, including those with SEND or less confidence in sport.</li> <li>• Enhance the use of assessment in PE to better track progress and identify next steps.</li> <li>• Make effective use of the PE and Sport Premium to sustain improvements, including investment in equipment, clubs, or enrichment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PE display board</b> to be put up in the school hall by the site supervisor. This will showcase photographs from sporting events and competitions, and highlight pupil voice by displaying children's reflections and thoughts on PE.</li> <li>• <b>Staff to continue following the PE Passport scheme of work.</b> A PE consultant will deliver a staff meeting to support consistency in planning and delivery.</li> <li>• <b>Subject leader (JG)</b> to attend the 'New to PE Subject Leadership' course. Jess Squires to deliver a staff meeting focused on the effective use of the PE Passport app.</li> <li>• <b>School will continue to participate in competitive and inclusive sporting events</b> through the local School Games Organiser (Lee Cadwallader) and local sports partnership. Emphasis will be placed on both competitive and participation-based opportunities.</li> <li>• <b>Year 6 Sports Leaders</b> to be trained and deployed to support physical activity with younger pupils in Key Stage 1.</li> <li>• <b>Partnership with AFC Fylde</b> to provide inclusive PE opportunities for pupils of all abilities across both Key Stages. PE lead to ensure all necessary equipment is in place to support delivery.</li> <li>• <b>PE Passport will continue to be used to track pupil progress</b> across units and support formative assessment.</li> <li>• <b>PE and Sport Premium funding will be used strategically</b> to raise the quality of PE lessons and enhance extra-curricular provision, ensuring all pupils benefit from a broad and balanced PE offer.</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>• <b>Increased pupil engagement and motivation</b> through celebration of sporting achievements and PE display, helping to raise the profile of PE across the school.</li> <li>• <b>Improved staff confidence and consistency</b> in delivering high-quality PE lessons through targeted CPD (e.g., PE consultant support and Jess Squires' training on PE Passport).</li> <li>• <b>Clearer curriculum coverage and progression</b>, with staff consistently using the PE Passport scheme to plan, assess, and adapt lessons appropriately.</li> <li>• <b>Sustained participation in competitions and events</b> through continued involvement in local partnerships and the School Games programme, offering inclusive and competitive opportunities for all pupils.</li> <li>• <b>Development of pupil leadership</b> through the training of Year 6 Sports Leaders, fostering responsibility, teamwork, and long-term support for KS1 activity.</li> <li>• <b>Inclusive access to high-quality PE</b> for all pupils, including those with additional needs, supported by partnerships (e.g., AFC Fylde) and appropriate equipment purchases.</li> <li>• <b>Sustainable use of the PE and Sport Premium</b>, ensuring long-term impact through investment in staff development, durable equipment, and the embedding of structures (like the PE Passport and leadership roles) that will benefit future cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Photographs and pupil voice</b> displayed on the new PE board will show increased celebration of PE and pupil involvement.</li> <li>• <b>Staff feedback and attendance</b> at CPD sessions (e.g. PE consultant training, Jess Squires' session) will indicate improved confidence and consistency in using the PE Passport.</li> <li>• <b>Monitoring of PE lessons and planning</b> will show progression in skills, appropriate use of the PE Passport, and increased teacher confidence.</li> <li>• <b>Registers on PE Passport</b> will track pupil participation across year groups and reflect a balance of competitive and inclusive opportunities.</li> <li>• <b>Sports leader timetables</b> will show regular engagement with KS1 pupils and leadership development in Y6.</li> <li>• <b>Registers on PE Passport for extra-curricular clubs</b> will demonstrate inclusive access to high-quality provision for all pupils.</li> <li>• <b>Assessment data from PE Passport</b> will be used to monitor pupil progress over time and identify gaps or areas for support.</li> <li>• <b>PE Premium expenditure records</b> and impact statements will evidence how funding has been used effectively and sustainably.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• The introduction of the hall display board has helped raise the profile of PE across the school. Pupils enjoy seeing their achievements celebrated.</li> <li>• Staff confidence in teaching PE has improved, particularly through the support of the PE consultant and Jess Squires' training on using the PE Passport. Lessons are more consistent in structure and progression across year groups.</li> <li>• The PE Passport is being used more effectively to plan and assess PE, supporting better tracking of pupil progress and clearer curriculum coverage.</li> <li>• Participation in local sporting events and competitions has remained strong, with a mix of competitive and inclusive opportunities offered. This has supported wider pupil engagement and pride in representing the school.</li> <li>• Partnership work with AFC Fylde has supported inclusive provision and provided high-quality opportunities for pupils of all abilities.</li> <li>• Investment in CPD, equipment and the PE Passport platform has created a sustainable foundation for delivering high-quality PE now and in future years, beyond the current funding cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs and pupil voice on the PE display board in the hall have demonstrated increased celebration of sporting achievements and greater pupil engagement in physical activity.</li> <li>• Staff feedback following CPD sessions has shown improved confidence in delivering PE lessons, particularly in using the PE Passport to plan and assess.</li> <li>• Staff are reporting increased confidence when using the PE Passport.</li> <li>• Increased competition and event participation, recorded through registers, has shown that more pupils are taking part in both competitive and <b>inclusive</b> opportunities.</li> <li>• Having observed the sessions from AFC Fylde, I have seen evidence of the delivery of inclusive provision, across both key stages.</li> <li>• Assessment data collected via PE Passport has provided a record of pupil progress and helped identify areas for further support or development.</li> </ul>