

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

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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>Playing surface movement lines Markings on playground</p> <p>Training PE Leader course, Well being course EYFS and first aid qualifications for 3 staff</p> <p>Challenge sport lunch clubs and breakfast clubs.</p>	<p>These enhancements provided structured zones for physical activity, encouraging more active play during break times and improving pupil engagement in physical activity. They also supported the delivery of PE lessons by offering clear visual guides for games and drills.</p> <p>Strengthened the school's capacity to deliver high-quality PE and ensured safer environments for physical activity and mental health. Staff are now more confident and better equipped to lead sessions and respond to emergencies.</p> <p>Increased access to physical activity for all pupils, especially those who may not attend after-school clubs. Promoted inclusivity and helped improve behaviour and focus in afternoon lessons.</p>	<p>Attendance at DSSN Events and the transport for these events.</p>	<p>Limited availability of cover staff through supply agencies made it difficult to release teachers to support or attend sports events. Transport to attend these events is also still expensive and then reduces the budget for other items, such as equipment. Having a budget for it, doesn't mean it's achievable practically.</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
<ol style="list-style-type: none"> <li>1. Continue the Challenge Sport free lunchtime and before-school club offer.</li> <li>2. Continue to engage with Staff training and development including First Aid</li> <li>3. Invest in equipment for all clubs and PE lessons.</li> <li>4. Develop fine and gross motor skills in EYFS and KS1.</li> <li>5. Support food therapy initiatives for healthy living especially supporting children with SEND.</li> <li>6. Support mental resilience and wellbeing of year 6 children as they transition to secondary school.</li> <li>7. Provide support for Top Up Swimming lessons for pupils.</li> <li>8. Fund transport and staff cover for wider sports competitions.</li> <li>9. Enhance playtimes with “Lovely Lunchtimes” equipment and staff</li> <li>10. Invest in tech equipment to support PE and sport.</li> </ol>	<ol style="list-style-type: none"> <li>1. Build on the offer from last year, use pupil voice to tailor activities and monitor engagement.</li> <li>2. Allocate budget for external training provider based on staff need.</li> <li>3. Align budget after consultation with staff and sports coach on need.</li> <li>4. Continue to support the development of this known area of concern in school.</li> <li>5. Target individual/small groups of children where this area of healthy living is a known issue.</li> <li>6. Utilise external programme provided by Watford FC-Positive Minds 10 week programme.</li> <li>7. Book external swimming coach sessions for those pupils who need extra support in this area.</li> <li>8. Plan logistics early; allocate budget for travel and backfill.</li> <li>9. Purchase engaging and inclusive play equipment; train staff on active supervision.</li> <li>10. Acquire technology for assessment and feedback tracking for staff use.</li> </ol>

## 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?
<ol style="list-style-type: none"> <li>1. Increased physical activity levels, especially among less active pupils. Improved behaviour and focus in lessons due to active starts to the day.</li> <li>2. Higher quality and safer PE provision. Increased staff confidence and capability in delivering inclusive and engaging sessions.</li> <li>3. Broader range of activities offered. Improved pupil engagement and skill development due to access to appropriate, high-quality resources.</li> <li>4. Enhanced physical readiness for learning. Improved coordination, balance, and confidence in young children.</li> <li>5. Better understanding of nutrition and healthy habits. Targeted support for pupils with sensory or dietary needs, promoting inclusion and wellbeing.</li> <li>6. Smoother transition to secondary school. Improved emotional regulation, confidence, and readiness for change.</li> <li>7. Increased number of pupils meeting national curriculum swimming requirements. Enhanced water safety and confidence.</li> <li>8. Greater participation in inter-school events. Raised aspirations, teamwork, and school pride.</li> <li>9. More active and inclusive playtimes. Reduced playground incidents and improved social interaction.</li> <li>10. Enhanced capacity for use of technology in sports.</li> </ol>	<ol style="list-style-type: none"> <li>1. Monitor attendance registers and pupil voice feedback to assess engagement and enjoyment.</li> <li>2. Track staff CPD records and gather feedback from training sessions to evaluate confidence and preparedness.</li> <li>3. Conduct equipment audits and collect staff feedback on usage and effectiveness in lessons.</li> <li>4. Use baseline and progress assessments to measure improvements in motor skills.</li> <li>5. Monitor participation and outcomes through targeted interventions and feedback from staff and families.</li> <li>6. Evaluate impact using pupil surveys and feedback from the Positive Minds programme delivered by Watford FC.</li> <li>7. Track swimming competency data and attendance at additional sessions.</li> <li>8. Maintain records of event attendance and staff involvement; gather pupil feedback on experiences.</li> <li>9. Observe playground engagement and collect feedback from pupils and meal time assistants.</li> <li>10. Review usage logs and staff feedback on effectiveness equipment in delivery of PE.</li> </ol>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ol style="list-style-type: none"> <li>1. Increased pupil participation in physical activity during non-curricular time. Improved behaviour and focus in afternoon lessons for some pupils.</li> <li>2. Faster and more effective responses to minor injuries during physical activity.</li> <li>3. Range of activities offered in PE and clubs. Equipment at lunch time is well used and was greatly received by pupils.</li> <li>4. Noticeable improvements in coordination and balance and motor skills of those pupils who were identified.</li> <li>5. Improved eating habits and food choices at lunch time among targeted pupils.</li> <li>6. Positive feedback in the programme from pupils and parents. Staff want us to repeat the scheme.</li> <li>7. Increased water confidence.</li> <li>8. We have been able to attend more events which pupils have really enjoyed. Boosted our visibility in the local school network too.</li> <li>9. Lunch time equipment was greatly received by pupils and has resulted in more active and inclusive playtimes. Fewer playground incidents and improved social interaction.</li> <li>10. PE lead appreciated the improved technology for speed of access to items needed for PE across the school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clubs have been filled across the year, with a waiting list, which shows how popular they are.</li> <li>2. Staff have reported feeling more equipped to deal with incidents at lunch time. This training has meant all staff out at lunch are now first aid trained to some level.</li> <li>3. Equipment at lunchtime is well used and positively received by pupils.</li> <li>4. Pupils that were identified have made progress in this area, especially in relation to motor skills for holding pencils and cutlery.</li> <li>5. Pupils that were identified have made progress in this area.</li> <li>6. Sessions were well attended and positively received. The programme has been re booked for 25-26.</li> <li>7. 96.55% of year 6 pupils can swim.</li> <li>8. The school has been represented at 4 local events.</li> <li>9. Fewer behaviour incidents reported at lunch time by staff.</li> <li>10. PE lead reported improved access and efficiency in delivering PE across the school.</li> </ol>