

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?
<ul style="list-style-type: none"> A wide range of after-school clubs and physical activities were offered, including sports, yoga, gardening, and dance. The school retained the Platinum School Games Mark for its PE offer. All staff delivered high-quality PE lessons using the "Get Set 4 PE" scheme. Play leaders (Y6) led activities during lunchtimes; Y5 pupils received play leader training. Pupils took part in intra-school (e.g. Euros tournament) and inter-school competitions, including SEND and less active pupils. CPD provided to staff and PE lead throughout the year. Equipment replenished and new sports introduced (e.g. tag rugby). Bespoke clubs were created in response to pupil voice, such as Y3/4 and girls' football. Health & Fitness Week successfully raised the profile of PE. Residential trip with Outdoor and Adventurous Activities (OAA) for Y6 pupils. 	<ul style="list-style-type: none"> The school maintained its Platinum award—evidence of consistently high PE standards. All year groups accessed swimming lessons, and after-school club participation increased. Staff confidence and capability in delivering PE improved (via CPD and planning tools). High levels of pupil engagement in events and competitions; pupils felt proud wearing new kits. Leadership skills were developed in pupils through play leader programmes. Blog posts and social media updates showcased activities and competitions. Feedback from pupil voice was implemented in club offerings. 	<ul style="list-style-type: none"> Swimming outcomes were significantly below expectations: only 38% of Y6 pupils could swim 25m or use a range of strokes; only 29% could perform self-rescue. Some PE equipment was lost or missing, requiring replacements. 	<ul style="list-style-type: none"> Swimming data shows low proficiency among Y6 pupils, with additional top-up lessons scheduled. Equipment had to be replenished due to loss (mentioned in commentary). Plans for further development in OAA indicate room for improvement. Continuous planning and development goals around active minutes and inclusion suggest targets were not fully met.

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"> Continue to increase children's participation in PE activities and physical fitness. Continue to develop staff knowledge and skills in delivering the PE curriculum through engagement with specialist teachers and coaches. Organise termly sports events and introduce varied after-school sports clubs. Incorporate physical activity into the school day – daily mile, play leaders, yoga bugs, dance and movement. Hire on-site pool access to improve swimming participation and outcomes. Pool used for enrichment for children from Nursery to Year 6 and also for top-up swimming lessons. Fully implement the <i>Get Set for PE</i> scheme to ensure a consistent teaching approach. Develop and embed a robust PE assessment and feedback framework across the school. 	<ul style="list-style-type: none"> Carry out pupil voice surveys to understand interests. Organise sports events every term and enhance the extra-curricular offer. Book swimming pool sessions to support KS2 swimming progress and whole school enrichment. Encourage student-led events (e.g., football tournaments). Continue to support staff to implement the Get Set for PE scheme. Use the scheme's lesson plans and resources to guide consistent delivery. Include CPD through coaching sessions, internal observations and team-teaching. Develop and roll out an assessment framework using Get Set for PE rubrics. Train staff on formative and summative assessment methods, including self and peer evaluation.

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?
<ul style="list-style-type: none"> • More children engaged in PE and extra-curricular clubs. • Teachers more confident and consistent in PE delivery. • Better alignment between children's interests and the PE/sports offer. • Measurable improvements in fundamental movement skills and physical confidence. • Higher quality and consistency in PE teaching across all year groups. • Increased swimming proficiency by the end of KS2. • A sustainable, embedded culture of physical activity and healthy lifestyles. • Reduced inactivity and greater sports equity across year groups and subgroups (e.g., SEND). • A fully embedded, progressive PE curriculum supported by reliable assessment data and staff confidence. 	<ul style="list-style-type: none"> • Pupil voice. • Koboca surveys. • Staff voice feedback. • Lesson observations and feedback. • Attendance registers for clubs and events. • Participation tracking in Knowsley SSP activities. • PE assessment records using Get Set for PE rubrics. • Documentation of events and external coaching. • Swimming pool hire logs and swim assessment outcomes.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • All staff are using the Get Set for PE scheme. This provides a consistent approach across the school and ensures that there are no gaps in the curriculum. This has had a positive impact on teacher confidence. The <i>Get Set for PE</i> scheme has provided clarity on progression. • Staff are upskilled through observing and team-teaching with qualified coaches in cricket, football, multi-skills and swimming. • Coaches have supported children in organising their own tournament events, with older children supporting younger children to encourage participation. Play leaders continue to lead play and dance for their peers and younger children. • PE events and clubs are running regularly – e.g. football, cricket, athletics, yoga. • Results from the Koboca survey indicating student preferences and interests in particular sports. In response to pupil voice in the Koboca survey, all popular sports and interests have been catered for: football, swimming, dance, cricket. • Every year group in KS1 and KS2 has taken part in girls football events with Knowsley School Sports Partnership leading to an increase in participation for girls in football • An increase in the provision of extra-curricular activities has led to higher pupil participation in physical activities. Clubs are consistently full with regular attendance from a wide range of pupils, including previously less active children. • Sustained physical activity culture across the school with sporting events taking high priority. • More children reached national swimming expectations (25m by end of KS2). Year-on-year data showing progress in swimming outcomes (increase from 38% to 59% reaching 25m target by end of KS2). 	<ul style="list-style-type: none"> • Pupil voice survey and Koboca survey shows interest and enjoyment in PE. • Staff voice indicates improved confidence and satisfaction with PE delivery. • Club registers show high and sustained participation across all terms. • Swimming records show more pupils reaching 25m by the end of KS2. • Participation logs from Knowsley SSP and school-led events. • Curriculum Planning Documents • Documentation of coaching sessions in cricket, football, multi-skills, and swimming. • Evidence of coaches supporting pupil-led tournaments. • Extra-Curricular Club Registers. Attendance data showing high and diverse participation in clubs. • Photos from school-wide sporting events and tournaments. • Swimming Assessment Data. • School Development/PE Action Plan. Strategic planning documents that track progress and actions in PE and sport provision. • Photographic and Video Evidence. Visual records of tournaments, PE lessons, and club participation. • Correspondence from external partners (e.g., sports coaches, Knowsley School Sports Partnership). • Girls' Football equal access survey June 2025.