

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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"> • Improve SEND and Disadvantaged access/outcomes • Enroll in more sports competitions • Promote girls' confidence in PE • Provide more sports equipment in playgrounds and EYFS • Promote Forest School activities 	<p>Employ specialist inclusive PE coaches for small group sessions Purchase adaptive equipment (e.g., larger targets, softer balls) Ensure all children on the pupil premium register have access to a funded extra-curricular sports club</p> <p>Join School Games partnership Train/accompany more staff to events Provide time to teams in competitions to practice and build unity</p> <p>Launch girls-only sports and confidence clubs (e.g., dance, football) Conduct PE survey with girls</p> <p>Install new sports/playground zones for new equipment to be used Purchase EYFS gross motor equipment Train midday staff in active play</p> <p>Buy Forest School resources (tools, waterproofs) Run weekly sessions for target groups/classes Forest school CPD by trainer FS leader</p>

Intended actions for 2024/26

- Promote student-led sport initiatives

- CPD for strategic leaders and child leaders

Create Sports Ambassador programme
Launch Playground Leaders scheme
Organise pupil-led sports festivals (e.g sports day)

CPD for new strategic leader to improve understanding of PE curriculum and assessment
CPD for sports leaders to help with the organization and application of an effective sports day

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>Improving Access and Outcomes for SEND and Disadvantaged Pupils</p> <ul style="list-style-type: none"> • Increased opportunities for participation through inclusive activities and adaptive equipment. • Enhanced physical and emotional wellbeing for targeted pupils. • Reduction in the attainment gap through tailored PE support and intervention. <p>Enrolment in More Sports Competitions</p> <ul style="list-style-type: none"> • More pupils representing the school in inter-school competitions, fostering teamwork and resilience. • Raised motivation and aspirations through exposure to competitive sports environments. • Improved skill development and physical literacy through structured opportunities. <p>Promoting Girls' Confidence in PE</p> <ul style="list-style-type: none"> • Higher engagement and participation levels among girls in both PE lessons and extracurricular clubs. • Boosted confidence and self-esteem through role models and inclusive practices. • Development of leadership and collaboration skills in female students. <p>Providing More Sports Equipment in Playgrounds and EYFS</p> <ul style="list-style-type: none"> • Increased active play during break and lunch times, supporting physical development. 	<p>To measure the impact of our Sports Premium funding, we will use a range of evidence including participation data, pupil voice, staff feedback, and observational records.</p> <p>For initiatives supporting SEND and disadvantaged pupils, we will track improvements in engagement, behaviour, and physical outcomes.</p> <p>Increased involvement in sports competitions will be evidenced through attendance records, celebration of achievements, and pupil reflections on skill development.</p> <p>Efforts to promote girls' confidence in PE will be monitored through club sign-ups, surveys, and observations of active participation and leadership during lessons.</p> <p>We will also evaluate playground and EYFS equipment use through staff feedback and pupil engagement, with a focus on physical development and active play.</p> <p>Forest School participation will be tracked via session registers and qualitative feedback on wellbeing and teamwork.</p> <p>For staff and pupil CPD, we will collect training records and assess impact through improved teaching quality and the confidence of young leaders.</p> <p>These combined sources will provide a clear picture of the effectiveness of our provisions and help shape future planning.</p>

Expected impact and sustainability will be achieved

- Enhanced motor skills and coordination in EYFS through access to age-appropriate equipment.
- Promotion of healthy and active lifestyles from early childhood.

Promoting Forest School Activities

- Improved physical health and resilience through regular outdoor activities.
- Enhanced social and emotional development through hands-on, nature-based learning.
- Strengthened teamwork and independence in a natural setting.

Encouraging Student-Led Sports Initiatives

- Development of leadership and responsibility in pupils through peer-led activities.
- Increased pupil voice and ownership of school sport provision.
- Stronger school community through collaborative planning and delivery of sports events.

CPD for Strategic Leaders and Pupil Leaders

- Improved quality of PE teaching through targeted staff professional development.
- Empowered pupil leaders with the skills to confidently support and lead activities.
- A sustainable approach to sport leadership, embedding a culture of physical activity across the school.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Our use of Sports Premium funding has already resulted in a range of positive outcomes across the school.</p> <p>Targeted support for SEND and disadvantaged pupils has led to increased participation in PE lessons and extracurricular activities, with staff reporting noticeable improvements in pupils’ confidence, physical coordination, and readiness to engage. The tailored provision has helped close the gap in physical activity and engagement for these groups.</p> <p>Meanwhile, more pupils have taken part in inter-school sports competitions than ever before, which has helped boost self-esteem, resilience, and pride in representing the school. These opportunities have inspired many pupils to pursue new sports and develop a stronger sense of belonging.</p> <p>Our initiatives to increase inclusivity and engagement, particularly among girls, have shown significant impact. Feedback from pupils shows that girls feel more confident and motivated in PE lessons, with a notable rise in attendance at lunchtime and after-school clubs.</p> <p>The introduction of new equipment in the playground and EYFS area has also transformed break and lunchtimes into more active and purposeful periods, promoting physical development and teamwork from an early age.</p> <p>Forest School sessions have provided further enrichment, contributing to improved wellbeing, collaboration, and a greater connection with the natural environment. Pupils have demonstrated increased independence, curiosity, and a readiness to take safe risks in learning.</p>	<p>We collected a wide range of evidence to monitor and evaluate the impact of our Sports Premium funding.</p> <p>Participation records showed increased involvement in sports clubs and enrichment activities—particularly among SEND, disadvantaged, and female pupils. Pupil voice, gathered through surveys and informal discussions, highlighted improved confidence, enjoyment, and a sense of inclusion across all year groups.</p> <p>Teacher observations also confirmed greater engagement in PE lessons, better teamwork, and noticeable improvements in physical development, especially in EYFS and Forest School sessions.</p> <p>Photographic and video evidence from events, student-led activities, and outdoor learning showcased the breadth and impact of our provision.</p> <p>Our pupil sports leaders contributed positively through planning, leading activities, and gathering peer feedback, promoting leadership and responsibility.</p> <p>EYFS assessments and learning journeys also indicated progress in motor skills and active play. Together, this evidence reflected the clear and sustained impact of our sports strategy on pupils’ physical health, confidence, and overall wellbeing.</p>

Actual impact/sustainability and supporting evidence

In addition, student-led sports initiatives have empowered pupils to take ownership of physical activity across the school. Our trained pupil sports leaders have successfully planned and delivered activities to peers, building leadership, communication, and organisational skills.

CPD provided for staff and strategic leaders has directly improved the quality of PE teaching and broadened the range of activities on offer. Staff report increased confidence in delivering inclusive and engaging PE sessions, while our leadership team continues to evaluate and refine our provision based on evidence of impact.

Overall, the Sports Premium funding has played a vital role in enhancing physical education, increasing pupil participation, and embedding a culture of health, activity, and wellbeing across our school community.

Whole school attainment for PE was 86% at the expected level.