

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 2024/25.
- 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 2025/26

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?
CPD for staff from Year 1 – Year 6 – through Super-Stars coaching and Forest School. Our focus was on the physical development of our classes through PE and active learning in our local area.	Staff feedback from the sessions was positive – discussed at staff meetings. Subsequent PE lessons taught by class teachers entirely were successfully part of a well-planned sequence of learning and built on the CPD they had received.	The cover for the first Super-Stars coach/teacher but this was resolved and T.A was very well respected and supported staff well.	With our first Super-Stars staff member and then once T.A in role, staff feedback from the sessions was positive – discussed at staff meetings. Subsequent PE lessons taught by class teachers entirely were successfully part of a well-planned sequence of learning and built on the CPD they had received.
Further development of our Y5 'play leaders' role.	Feedback from the play leaders, Michelle Wood who has coordinated the timetable and lunchtime staff this role has been further developed successfully having a strong impact on lunchtime in KS1. Lunch staff shared very positive feedback about the impact on lunchtimes and the leaders themselves had conversations with MW and AW.	The wet autumn term meant that it was tricky for the Y6 leaders from last year to start training the new Y5 volunteers.	We made a start with the scheme in September but it really got going after the official training in the spring term. Discussion with the leaders about how to cope to the weather issues were held with AW.
Engagement with county level events this time to include more of our vulnerable children.	We took a record 63 children to the summer games and the groups taken were a consciously planned mix of PP, SEND, reluctant and EAL children.	There were no issues with this and next year we will look to engage with more of the planned local events.	

Intended actions for 2024/25

<u>What are your plans for 2025/2026</u>	<u>How are you going to action and achieve these plans?</u>	<u>Cost</u>
<i>Intent</i>	<i>Implementation</i>	
Staff and children to have further quality CPD and sport development experience using a new local provider.	Introducing 'community coaching' from Luctonians Rugby Club. AW met with Sarah and set out plan for the year and the CPD requirements. Each class from Year 1 to Year 6 to have half a term of coaching with reviews completed after each block so that AW can monitor the impact.	£35 per hour. 3 and ½ hours per day X 2 = £122.5 per day so £245 per week. 76 sessions in the year = £9.310 for the year
Membership of Stride – to include more competitive opportunities for children across school. Engage with additional CPD and extra opportunities for our children including the values games, summer games, possibly LTS training and online RealPE resources.	With Sports Premium money we will join the Stride membership package so that we can engage regularly with PE lead meetings and competitions throughout the year. Supported by SP money we will engage with additional opportunities to experience festivals and sporting opportunities. For school staff to engage with Real PE and use this resource to support the planning and assessment of units of work not being led by our community coaches.	£550 for membership plus transport costs for getting to events. Transport costs and equipment linked to specific events £3,000. £650 Real PE renewal in February 2026.
Keep developing our 'playleaders role'.	Michelle Wood to co-ordinate the autumn term so that the new Y6 play leaders can start to train the Y5 volunteers so that when they attend the training and develop the role for KS1.	£300 for course and transport costs. £100 for equipment
Promoting and developing healthy eating through gardening of vegetables and the inclusion of this in our enrichment activity.	Set up raised beds for vegetables which can then be used in the healthy eating enrichment group.	£1,000
Promoting sports across school with clear pathways for children to follow through experiences of different sports and engagement with festivals organised by KPS and external providers.	AW to organise experiences for key groups across school including sports and active learning such as yoga, cricket, dance. AW & PWW organising festivals including football, netball, girls football and sports day.	£2,500 – for instructors, entry to external opportunities and transport to events.

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>Staff and children to have further quality CPD and sport development experience using a new local provider will support the continuing progression and confidence of teaching and support staff when delivering the PE curriculum.</p> <p>These staff developments should be sustainable as it includes all class teachers from Year 1 – Year 6.</p>	<p>After each 6-week block feedback will be sought and shared with AW who will share with SP Governor. This feedback should demonstrate an increase in staff confidence and understanding.</p>
<p>Membership of Stride – to include more competitive opportunities for children across school.</p> <p>Engage with additional CPD and extra opportunities for our children including the values games, summer games, possibly LTS training and online RealPE resources.</p> <p>These links should be sustainable going forward although Stride membership will need to be planned for each year as these competitions are available just through this membership.</p>	<p>Subject leads to attend network meetings and plan for the year the competitions which we will engage with. Following each event feedback sought from the children and adults involved. This feedback will be tracked during the year and shared with SP Governor.</p> <p>RealPE will be shared through staff meeting development time and PWW to lead on observations and feedback about the impact of this scheme and resources.</p>
<p>Keep developing our ‘playleaders role’. This role has positive leadership opportunities for Year 5 children and supports our younger children to engage with active lunchtimes and take these games and activities into other parts of the day. This is a sustainable school development as M.W has attended the training and could adapt with A.W an in-school training programme if the external course was not available.</p>	<p>M.W and A.W to meet regularly with the playleaders to review their feedback to date. Lunchtime team to share with A.W their observations on impact.</p> <p>Playleaders to become part of Sports Council to share which activities are the most successful to support the Key Stage active competitions for each term.</p>
<p>Promoting and developing healthy eating through gardening of vegetables and the inclusion of this in our enrichment activity. The sustainability will be that once purchased we will have the raised beds and will be able to ask our community for plants going forward. The impact will be that children in both Key Stages have a hands-on experience of growing/harvesting vegetables and understand the positive benefits of them for health and energy.</p>	<p>B.H will organise the enrichment group linked to this and will be able to share with A.W the impact of this on understanding.</p>

Expected impact and sustainability will be achieved

Promoting sports across school with clear pathways for children to follow through experiences of different sports and engagement with festivals organised by KPS and external providers. These links should be sustainable once established but through the attendance at leaders network meetings PWW & AW should be aware of new or untapped links.

The impact will be that children are clear about opportunities that are available locally and parents are also aware of contacts.

The sports board will be used to promote local links and opportunities for sharing engagement with these external providers will be encouraged through whole school assemblies and celebrations.

Actual impact/sustainability and supporting evidence 2025 - 26

What impact/sustainability have you seen?	What evidence do you have?