

# 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.*

## Details with regard to funding

Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17,120 + £1574 CF from last year. <i>(112 children in KS1 census)</i>
Current spend (July 2025)	£18,694 (see above)
Unspent for 2024/2025	£0

KS1 Pupils achieving age related fundamental movement skills LAST YEAR - July 2024						
	Total	Boys	Girls	SEND	PP	EAL
ALL	91%	87%	96%	64%	85%	81%
Yr1	93%	93%	93%	73%	94%	82%
Yr2	89%	81%	100%	50%	75%	81%

KS1 pupils who have attended at least half term of an extra curricular club (within school)						
	Total	Boys	Girls	SEND	PP	EAL
July '23	37%	46%	27%	29%	21%	23%
July '24	51%	45%	58%	25%	33%	31%
July '25	54%	56%	52%	38%	41%	35%

## Review of last year 2023/24

THIS YEAR								
Pupils achieving age related fundamental movement skills								
Key Stage 1 2024 - 2025								
		Total	Boys	Girls	SEND	PP	EAL	New in KS1
ALL	Dec '24	84%	84%	88%	50%	80%	67%	78%
	Mar '25	87%	82%	92%	50%	83%	76%	75%
	July '25	93%	89%	96%	73%	90%	89%	79%
Yr1	Dec '24	74%	71%	77%	9%	60%	40%	50%
	Mar '25	80%	72%	88%	25%	70%	71%	60%
	July '25	88%	80%	88%	50%	70%	75%	67%
Yr2	End of Yr1 July '24	93%	93%	93%	73%	94%	82%	80%
	Dec '24	93%	90%	96%	79%	90%	80%	88%
	Mar '25	93%	90%	96%	79%	90%	80%	88%
	July '25	98%	97%	100%	93%	100%	100%	100%

## 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><b>Provide highly active REAL PE lessons to enable <u>all</u> pupils to develop their fundamental movement skills.</b></p> <ul style="list-style-type: none"> <li>- Weekly Real PE lessons happened every week all year due to having SSP coach in to support.</li> <li>- SSP coach particularly targeting children who not yet met age related to practice specific skills e.g. balance, skipping, hopping.</li> <li>- All teachers highly focusing on fundamental movement skills.</li> </ul> <p><b>To encourage and engage all pupils in competitive sport.</b></p>	<ul style="list-style-type: none"> <li>- PE lead monitoring shows all KS1 staff teaching Real PE lessons for 45minutes to 1 hour.</li> <li>- Learning walks show clear focus within lessons on fundamental movement skills.</li> <li>- 91% of KS1 pupils reached age related expectations in fundamental movement skills.</li> <li>- All staff trained on lesson structure for a Real PE lesson.</li> <li>- Jasmine online portal shows teaching staff login at least weekly to access planning and videos.</li> <li>- Over 95% of KS1 had attended 2 PE festivals last year (either Cricket and Football <u>or</u> Infant Agility and Football)</li> <li>-</li> </ul>	<p>Provide <b>highly active</b> REAL PE lessons to enable <u>all</u> pupils to develop their fundamental movement skills.</p> <p>To offer pupils opportunities to develop a broad range of skills through <b>extra-curricular clubs</b>.</p> <ul style="list-style-type: none"> <li>- Limited range of extra curricular clubs resulting in the same children often attending.</li> <li>- Pupil resilience to attend a club outside of school hours.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning walks showed lessons to vary in physical expectations and levels of activity.</li> <li>- Monitoring of extra curricular registers and club data.</li> </ul>

## 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><b>To develop Opal Play programme to support children's active play and develop pupils' wide range of active play skills.</b></p> <ul style="list-style-type: none"> <li>- Launch of Opal Play programme to broaden range of activity at lunchtimes.</li> <li>- Purchase / donation of new resources to enhance provision offered.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of children love Opal Play and wouldn't want it to stop.</li> <li>- Staff view 'The children are highly active and seem so happy'</li> <li>- Huge reduction in behaviour incidents both during and after lunchtime.</li> </ul>	<p>To develop <b>pupil leadership skills</b> to support physical activity within our school.</p> <ul style="list-style-type: none"> <li>- All Year 2 pupils trained to be PE leaders.</li> <li>- Some pupils used these sporadically through Opal Play but could be used better.</li> </ul>	<ul style="list-style-type: none"> <li>- Use of pupil leadership skills throughout the year.</li> </ul>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><b>Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity.</b></p> <p><b>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b></p> <ul style="list-style-type: none"> <li>➤ Further develop Opal Play programme to include a wider range of sports / activities for all pupils.</li> <li>➤ Increase participation in extra-curricular activities, especially SEND, PP and EAL children.</li> </ul> <p><b>Key Indicator 2: The profile of PESSPA being raised across the school as a tool for improvement.</b></p> <ul style="list-style-type: none"> <li>➤ Raise profile of physical activity to all stakeholders within school.</li> </ul> <p><b>Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity.</b></p> <p><b>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <ul style="list-style-type: none"> <li>➤ Continue to target pupils not yet achieving fundamental movements skills, to ensure almost all pupils catch up.</li> </ul> <p><b>Key indicator 5: Increased participation in competitive sport</b></p> <ul style="list-style-type: none"> <li>➤ Maintain high levels of participation in PE festivals for new cohort of pupils.</li> </ul>	<p>For funding breakdown see DFE reporting tool 'Categories of Grant Spending'.</p> <ul style="list-style-type: none"> <li>• Have Opal Play working group who meet at least half termly to action plan, develop and evaluate programme. (Play co-ordinator, Curriculum lead, community cohesion officer, Play governor)</li> <li>• Implement Play policy within school to ensure shared values and practice.</li> <li>• Provide CPD for all staff and enhanced CPD for Play team (midday supervisors) to ensure success.</li> <li>• Purchase broader range of equipment for use in both PE lessons and during outdoor play.</li> <li>• Liaise with coaches / companies providing extra-curriculum provision to offer a broader range of opportunities.</li> <li>• Target specific families directly to discuss barriers to attending specific clubs.</li> </ul> <ul style="list-style-type: none"> <li>• Celebrate PE and Opal Play through fortnightly assemblies.</li> <li>• Celebrate PE and Opal Play through weekly round up and social media.</li> </ul> <ul style="list-style-type: none"> <li>• Use SSP expertise through providing coaches within Real PE lessons to support lowest 20% (whilst teacher still delivers lesson)</li> <li>• Use SSP coaches to provide short intervention sessions on fundamental movement skills to targeted pupils.</li> </ul> <ul style="list-style-type: none"> <li>• Ensure pupils have regular access to PE festivals, within both Year Groups.</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?
<p><b>Opal Play</b></p> <ul style="list-style-type: none"> <li>• At least 10 clearly defined areas within Opal Play, all regularly used and accessed independently by children, all providing different skills.</li> <li>• Working group meets at least half termly to ensure Opal Play continues to develop and support current pupil needs.</li> <li>• All of the Play team, along with teachers &amp; TAs are trained in risk benefit management and play types to ensure high quality support of physical activity</li> <li>• Clear routes for sourcing resources e.g. parent donations, links with local businesses, use of social media.</li> </ul> <p><b>Extra Curricular Opportunities</b></p> <ul style="list-style-type: none"> <li>• Aim for at least 55% of pupils attending an extra curricular club. (July 2024 = 51%)</li> <li>• Aim for at least 40% of SEND, PP and EAL children attending an extra curricular club. (July 2024 = SEND 25%, PP 33%, EAL 31%)</li> </ul> <p><b>Raised profile of PE and physical activity to all stakeholders</b></p> <ul style="list-style-type: none"> <li>• Parents can talk about physical activity and opportunities within school.</li> <li>• High attendance to events linked to physical activity e.g. Opal Parent afternoons, Sports Morning</li> <li>• Highly positive pupil voice linked to physical activity.</li> </ul> <p><b>Targetted support for children not meeting age related fundamental movement skills in each year group.</b></p> <ul style="list-style-type: none"> <li>• Strive for almost all pupils to meet age related expectations in fundamental movement skills.</li> </ul> <p><b>Access to PE Festivals</b></p> <ul style="list-style-type: none"> <li>• Strive for 100% of KS1 pupils accessing at least 2 PE festivals this year.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring visits from Rob Francksen (Opal Play team)</li> <li>• Physical setup of Outdoor space.</li> <li>• Working group meeting minutes and action plan</li> <li>• CPD log of training opportunities.</li> <li>• Regular donations of equipment</li> <li>• Log of equipment purchased to support Opal Play development.</li> </ul> <ul style="list-style-type: none"> <li>• Extra curricular club registers</li> <li>• PE lead monitoring of clubs</li> <li>• Discussion with coaches / parents to find out what is working / what needs to be different.</li> </ul> <ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Pupil surveys</li> <li>• Attendance registers for Opal Play, Sports morning, other opportunities.</li> </ul> <ul style="list-style-type: none"> <li>• Termly data linked to fundamental movement skills.</li> <li>• Learning walks to see lessons in practice.</li> <li>• Monitoring of SSP coach intervention sessions.</li> </ul> <ul style="list-style-type: none"> <li>• Monitoring of which children have attended which festivals.</li> <li>• SSP calendar of festivals offered.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>Opal Play</b></p> <ul style="list-style-type: none"> <li>- 100% of pupils want Opal Play to continue next year.</li> <li>- New areas this year Digging, Messy Café, Bikes &amp; Scooters, Forest School, Tinkering Station, Large loose parts (crates, tyres) Den building, Water play along with Sports field, running track, small world, sand tray.</li> <li>- Regular donations to enable sustainability, along with use of social media for linking with businesses.</li> </ul> <p><b>Extra Curricular Opportunities</b></p> <ul style="list-style-type: none"> <li>- 54% of pupils have attended an extra curricular club.</li> <li>- 38% of SEND have attended, 41% of PP have attended, 35% of EAL have attended.</li> </ul> <p><b>Raised profile of PE and physical activity to all stakeholders</b></p> <ul style="list-style-type: none"> <li>- 35% families have attended at least 1 Opal Play Parent afternoon.</li> <li>- Pupils in KS1 highly positive about PE with comments like: 'The best bit is having the wall bars and big apparatus' Yr 1 'I love PE, it keeps me fit and healthy.' Yr2</li> </ul> <p><b>Targeted supported for children not meeting age related fundamental movement skills within each year group.</b></p> <ul style="list-style-type: none"> <li>- SSP coach supported class teacher delivering every KS1 real pe lesson resulting in: 93% of KS1 reaching age related fundamental movement skills of which 90% of PP, 73% of SEND and 89% of EAL.</li> </ul> <p><b>Access to PE festivals.</b></p> <ul style="list-style-type: none"> <li>- 100% of children in KS1 had the opportunity to attend at least 2 PE festivals.</li> <li>- 50% of KS1 children attended 3 PE Festivals this year. (Cricket Y1&amp;2, Infant Agility Y1, Change for Life Y2 Nurture, Disney Football Y1&amp;2)</li> <li>- PE lead made clear contacts to enable school network to organise in future for sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>- Almost all children say they feel happy and safe at lunchtimes.</li> <li>- Our high needs SEND children are catered for through sensory play opportunities (see photo evidence for Nurture children).</li> <li>- Pupil voice             <ul style="list-style-type: none"> <li>o 'I love it in the Wild Area. I can build dens with my friends.' Y1</li> <li>o 'Opal Play's the best. We have dug the biggest hole ever! We also love creating pretend cement for building in the digging area.' Y2</li> <li>o 'I love rolling in the big tube' YR</li> <li>o 'I get to play football with my friends in other year groups. It's cool.' Y1</li> <li>o 'Scooters are my favourite.' Y1</li> </ul> </li> <li>- Our front door donation point is rarely empty and is tidied every Friday!</li> <li>- Football &amp; Street dance offered all year (due to popularity) - Registers</li> <li>- Half term sessions offered for Tag Rugby, Cricket, Frisbee, Dodgeball and Golf.</li> <li>- Learning walks in PE with pupil voice collated show very positive pupil views.</li> <li>- Registers of attendance from Opal Play events</li> <li>- Social media interactions linked to PE festivals, Opal Play and other PE events.</li> <li>- Learning walks monitoring QofE in Real PE lessons.</li> <li>- Data / tracking against fundamental movement skills.</li> <li>- Registers of attendance.</li> <li>- Photographs of events.</li> <li>- Minutes of meetings for PE leads.</li> </ul>