

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 2024/25

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?
The professional coaches that attended school during the Autumn term to work with teachers to provide CPD in PE. Year 5 and 6, received CPD in handball and Year 3 and 4 received CPD in fencing.	Feedback from teachers	Not all teachers were actively involved in the delivery of lessons by the end of the 6 weeks block. PE lead to observe lessons to ensure all teachers are involved in the delivery of lessons.	Feedback from the coach, other members of staff and Head Teacher
SH Active delivered lunchtime activities, CPD and after school club on Mondays, Tuesdays, Thursdays and Fridays in the spring and summer term.	Pupil voice Teacher's feedback	Not all paid after school clubs were well attended compared to the free ones	There were a lot of spaces available on the Friday after school clubs, whereas all spaces were filled for clubs taking place on other weekdays after school.
ASPIRE delivered multi skills after school club to KS2 on Fridays.	Aspire was hired to deliver these by the school	Aspire didn't show up and there was poor communication. As a result, I decided to not continue with their provisions.	PE lead had to lead missed sessions.
92/116- (79%) KS2 children accessed multiskills after school club. (42% whole school) 52/80 – 65% PP 8/80 – 10% SEN 72% Girls and 38% Boys	Data collated by the PE Lead		Data collected showed that more children from KS2 attended ASC.
134/192 – (70%) Accessing afterschool			

Review of last year 2024/25

clubs

The Nechells Wellbeing Centre was hired for 3 hours at £25 per hour. 100% of KS2 took part in a competitive sport. 14 children took part in the STOCMAC Sports Day at the Alexander Stadium.

Sports Day lists
Children displaying the badges they won on their school uniforms after the events

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
- To continue membership with King Edwards (KESSP) £4,450 - To provide a staggered lunchtime activity and after school club. Liaise with SH Active £10,000 - To inspire children about the importance of improving and maintaining their mental health £2,852 - To provide opportunities for children to take part in competitive sports. £135 + £3583.46 (minibus hire)	There are a range of sports timetabled throughout the year from which a selection of children attends on a termly basis. SH Active- Coaches attend every Monday, Tuesday and Thursday at lunch time to lead a variety of activities to promote physical and mental health. A variety of after school activities provided for all key stages. A maximum of 25 children per half term. The school nurse attends school every other Tuesday, where she works with different children and delivers sessions to various classes. KS2 to have sports day at the Nechells Wellbeing Centre and the use of a minibus, so pupils can be transported to competitions.

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?
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included. Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups. Improvement in children's health and wellbeing through increase participation of physical activities during the children's lunch breaks. Improvement in children's behavior and engagement in learning. Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	Teachers' team teaching with the coaches and independently delivering lessons of a high quality. Evidence from coaches and lesson observations. Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice. I predict that by July 2026, 100% of staff will feel confident in teaching all areas of the curriculum. More children are physical active at lunch times and through after school clubs. Evidence will be gained through monitoring, surveys and pupil voice. Physical activity trackers outlining the amount of activity pupils' access outside of school. Develop provision for physical activity at lunchtime by, Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and playleaders. Pupil voice and a decline in low level behaviours in school. Evidence will be gained through pupil and staff voice. Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. In July 2025, 45% of KS2 had participated in an inter competition. Through new KS2 competitions and opportunities I expect this to increase to 60% by July 2026.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
More children have brought in badges, medals and certificates from clubs they have joined outside of school. Children joined football and athletics clubs outside of school. High quality PE lessons delivered across the key stage. Most ASC were at their maximum capacity, except for basketball in the summer term. Higher levels of pupil participation in afterschool clubs, due to the variety of different clubs being provided.	Photos of children with their badges, medals and certificates. Pupil voice and teachers' confidence to deliver lessons. ASC register of all the clubs. Afterschool Club registers: 124/177 pupils – (70%) Accessing afterschool clubs 91/114 pupils in KS2 - (80%) KS2 children accessing football, multi-skills, laser tag, basketball, tag rugby and orienteering after school club. (51% of the whole school) 30/41 pupils in KS1 - (73%) KS1 accessing mini trampoline, archery and multi skills afterschool club (KESSP/SH ACTIVE) All children took part in the school's sports day on 30th June (12 children from Y6 were absent due to Y7 Transition at Heartlands Academy)

Actual impact/sustainability and supporting evidence

What went well?	How do you know?	What didn't go well?	How do you know?
The professional coaches that attended school during the Autumn term to work with teachers to provide CPD in PE. CPD in fencing and handball. Teachers' confidence to delivery lessons have improved. SH Active delivered lunchtime activities, CPD and after school club on Mondays and Tuesdays. SH Active delivered multi skills, basketball, tag rugby, football, orienteering and laser tag after school club to KS2 and KS1 91/114 - (80%) KS2 children accessed multiskills after school club. (51% of the whole school) 82/91 – 90% PP 10/91 – 11% SEN 54% Girls and 46% Boys 124/177 – (70%) Accessing afterschool clubs PP- 108/124 (87%)	Feedback from teachers Pupil voice Teacher's feedback Aspire was hired to deliver these by the school Data collated by the PE Lead	CPD wasn't offered to all teachers. Some paid clubs were not well attended compared to free clubs. There was a limited number of afterschool clubs for KS1 to be able to attend.	Feedback from teachers Number of children attended paid clubs vs free clubs Data collected showed that more children from KS2 attended ASC.

Actual impact/sustainability and supporting evidence

The Nechells Wellbeing Centre was hired at 3 hours at £25 per hour. 100% of KS2 took part in a competitive sport. 14 children took part in the STOCMAC Sports Day at the Alexander Stadium, the school came 2nd overall, out of 10 schools.

Sports Day lists
Children displaying the badges they won on their school uniforms after the events