

PE Funding Evaluation Form



Commissioned
by



Department
for Education

We live, love and learn
together joyfully in Jesus'
name.

July 2025

Created by



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?
<p>Improved quality of PE leadership and training for governors.</p> <p>Improved quality of planning and delivery of PE lessons from non-specialist teaching staff.</p> <p>Development of assessment strategies and CPD to support its use across the curriculum for all teaching staff.</p> <p>Improvements in outcomes for swimming across all of Key Stage Two</p>	<p>Quality of internal CPD delivered by PE lead and provision given to governors about PE in school and its impact which included Sports Premium expenditure.</p> <p>Lesson observations, Learning Walks pupil discussion and staff questionnaire all show that staff have benefitted from their CPD provision and feel confident in delivering quality provision to pupils.</p> <p>PE impact report to governors demonstrated thorough data analysis which has been informed to inform next steps in terms of planning, teaching and learning.</p> <p>14% increase in pupils achieving required swimming standards compared to previous cohort. Staff report increased confidence in teaching quality lessons.</p>	<p>Number of older pupils wanting to participate in extra-curricular provision after school.</p> <p>Promotion of physical activity across the curriculum in a variety of lessons.</p>	<p>Decrease in attendance at some clubs after school throughout the year.</p> <p>Weakest evidence area in learning walks, pupil discussion and staff questionnaires.</p>

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>Develop assessment strategies further with teaching staff (Head, heart, hands) so that it is woven coherently in to the PE curriculum and this is appropriately monitored for impact. Next steps are routinely and confidently identified by all teaching staff with PE teaching responsibilities.</p> <p>To support staff capability and work alongside a teacher/coach and target small groups of children to help them develop their skills further.</p> <p>Continue to engage with Bishop Challoner PE development program (Bronze package). This includes the training of pupils as play leaders who will plan and lead activities in the playground during break and lunchtimes. Also included, is the opportunity for the PE subject leader to engage in CPD to further embed and promote PE and ensure its legacy.</p> <p>Provide further opportunities for quality physical activity every day, in lessons, breakfast club and social times. CPD from subject lead inspires staff promote physical activity in a variety of ways across the curriculum – ongoing development point.</p>	<p>CPD via SLT and PE lead. Planned termly, assessment statements and recording via Sonar will be reviewed and analysed by class teachers with support from PE lead and DHT.</p> <p>As a result of staff confidence in teaching PE increasing, deploy individuals to support targeted groups (most able and those with SEND) routinely within a lesson.</p> <p>PE lead to co-ordinate program effectively attending meetings with other PE leads and School Games coordinator. Work with staff in school to ensure that the program is fully implemented and all opportunities implemented throughout the year. Train (Y6) pupils to be leaders to increase physical activity levels of pupils across the school and develop Y6 pupil confidence and leadership skills. (Target leaders from key groups – disadvantaged, girls, SEND.)</p> <p>Make explicit in CPD and expectations; give staff training to develop confidence is planning to be active across the curriculum.</p>

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>A fully understood set of assessment practices in PE which are understood by staff who use them to inform next steps and target attainment and progress of a range of groups in school including disadvantaged, SEND and girls.</p> <p>A well understood teaching sequence which incorporates the variety of abilities and needs within a class.</p> <p>A continued focus on physical activity and enjoyment in a range of sport across school in and outside of PE lessons for pupils all abilities and all backgrounds; an understanding from all stakeholders of the importance of physical activity and its impact on the future for individuals and communities.</p> <p>A school ethos which values PE and physical activity as being important for all pupils regardless of their ability or background. A set of learning experiences which routinely incorporate elements of physical activity.</p>	<p>Staff will be confident in collating and analyzing PE assessment data using an agreed set of objectives. This will be evident in reports to governors as well as in assessment CPD sessions and Pupil Progress Meetings.</p> <p>Monitoring of planning and lessons will evidence sustainability of lessons which will include an understanding of how to motivate, include and develop a range of groups and abilities within a lesson. Pupil and staff responses in questionnaires and routinely in lessons will also provide evidence.</p> <p>The school ethos and environment will reflect the value out on PE, sport and being active. Pupils and staff will be able to recognise, discuss and implement sports values. There will be recognition of school commitment to a set of core values which are well executed and embedded; this will evident in the school's continued 'Gold' status in the School Games award.</p> <p>Monitoring of lessons/planning, Learning Walks and pupil/staff feedback will show that this target is seen as an important development point for the school.</p>

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

The actual impact is seen in the following ways:

- Pupil enthusiasm for PE lessons across school in all classes.
- Resources for PE are well used by staff and pupils and they ensure the quality of lessons.
- There is an ethos of physical activity being valued across school with PE lessons (2 per week) being a non-negotiable part of the school curriculum.
- Parents are keen to engage in the physical activity, in school attending events and joining in with activities when invited.
- Governors are involved in monitoring the impact of the Sports Premium Grant in school.
- PE leadership is strong with effective systems in place for leadership to be further developed.
- Recognition externally that PE and physical activity is a strength at St. Jude's (School Games Gold for three years.)
- The school website and learning environment reflects that value placed on PE and physical activity.

What **evidence** do you have?

Results from the recent KS1 and KS2 survey – June 2025

- 90% of pupils enjoy PE.
- 92% of pupils believe that PE is an important subject.
- 88% of know what they are doing well in PE and how they might improve.
- 93% of pupils understand that PE has an impact on our physical and mental health.
- 92% of pupils like to take part in physical activity beyond PE lessons.
- 35% pupils take part in a sport club outside of school.

Staff Survey Responses June 2025

When asked if their confidence in teaching PE had grown, 7% strongly agreed, 84% agreed and 7% disagreed.

When asked if their confidence in teaching swimming had grown, 90% strongly agreed and 10% of staff responded that they didn't teach swimming.

When asked is their confidence in teaching PE had grown as a result of CPD within lessons, 100% agreed.

When asked is their confidence in using the SHARP principles had improved planning, assessment and teaching strategies, 86% agreed and 14% disagreed.