

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

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 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?
After school clubs were busy and driven by pupil voice. A range of children attended the clubs.	Data shows that 118 children (over 50% of children at St Peter's) attended an after school club. For next year, pupil voice will be carried out to target those children who did not attend a club, to remove the barriers and to increase the percentage.	Not all children engaged in the sports activities. They lost interest in engaging in the sports provided and this had an impact on how they behaved with the equipment.	Children would use the equipment for other purposes and wouldn't join in. This is why we are choosing to lead the OPAL initiative in our school.
Pupil voice was used to create active break times. Zones had been created for the children given a variety of activities for them to choose from	From observations, activity of all children increased at break and lunch time due to the choice of activities.		
As a school, we attended a wide range of competitions. This gave the children opportunity to represent the school and experience new opportunities,	The competitions we attended were: cross country, Y3/4 and Y5/6 football, multiskills, Y1/2 and KS2 gymnastics, Y3/4 Y5/6 sports hall athletics, Berry Hill athletics (whole class), girls cricket and mixed cricket.		
Equipment and resources used well	PE equipment was checked and available for all the subjects on the curriculum map.		

## Review of last year 2024/25

<p>Our WOW walk to school scheme is embedded into school routines and children enjoy receiving a badge for their travel.</p> <p>Forest schools- introduction of weekly lessons to support whole child objectives has shown progress over the year is self-regulation and independent skills.</p> <p>Bikeability- more children engaged in the workshops. Bikes were provided meaning that more children could learn about Road Safety on their bikes.</p>	<p>Data shows that 76% of children choose a mode of active travel weekly to get to or from school.</p> <p>From observations, children have improved their behaviour and independence.</p> <p>Booked groups had full attendance. Next year, more sessions will be booked as we know bikes can be provided.</p>		
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## Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>1) To introduce OPAL to improve activity levels at break time and lunch time as well as improving behaviour, play literacy and mental wellbeing. (£3035)  <b>Key indicator 2- Engagement of all pupils in regular physical activity</b>  <b>Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement</b>  <b>Key indicator 4- Broader experience of a range of sports and activities offered to all pupils</b></p> <p>2) Forest School staffing. Sessions will be provided 2 afternoons a week to classes. Each class will have a half-term block of sessions. (£3,026.84 annually for TTO weeks)  <b>Key indicator 2- Engagement of all pupils in regular physical activity</b>  <b>Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement</b>  <b>Key indicator 4- Broader experience of a range of sports and activities offered to all pupils</b></p> <p>3) Continue using the Get Set 4 PE scheme to contribute to 2 hours of high quality PE teaching across the school (£310)  <b>Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sports</b>  <b>Key indicator 2- Engagement of all pupils in regular physical activity</b>  <b>Key indicator 4- Broader experience of a range of sports and activities offered to all pupils</b></p>	<p>1) A play team has been created who will work together to implement OPAL. This includes the head teacher, curriculum lead, play coordinator and a parent and governor representative. Play opportunities will be introduced throughout the process and before doing so, the curriculum lead will introduce the type of play in weekly collective workshops to discuss risks and how to engage in the play. With more opportunities to play, the behaviour reports will reduce.</p> <p>2) Forest schools will be timetabled into the curriculum so all year groups can explore their learning outdoors. Teaching Assistants in school are trained to deliver the sessions to ensure high-quality teaching.</p> <p>3) PE Co-Ordinator will ensure that members of staff are using the planning, however adapting where appropriate. A staff meeting will be used to train staff on how to use the resources in order to get the best out the scheme, leading to an improvement in teaching and learning. Assessment procedures will be checked every half term.</p>

## Intended actions for 2025/26

- 4) Sport will be used to provide children with new opportunities that they may not get outside of school. To attend a range of competitions regularly for all year groups through the School Games events. Children will have a better sense of competition and opportunity to represent the school (*MSSPS £550, competitive transport (£200)*)

**Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sports**

**Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement**

**Key indicator 4- Broader experience of a range of sports and activities offered to all pupils**

- 5) To encourage weekly active travel to promote healthy lifestyles (*£450-scheme*)

**Key indicator 2- Engagement of all pupils in regular physical activity**

**Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement**

- 6) To ensure that our curriculum is fully equipped with equipment to support high quality teaching (*£2000 total: dodgeballs £108, basketballs £141.08, footballs £168.70, smaller footballs £158.58*)

**Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement**

**Key indicator 4- Broader experience of a range of sports and activities offered to all pupils**

- 7) To increase the confidence and skills of staff throughout the school to help enhance the PE curriculum (*£800 Mental Health Lead qualification, £1500 staff CPD opportunities, £600 ELSA staff training*)

**Key indicator 1- Increased confidence, knowledge and skills of all staff in**

- 4) The PE Co-Ordinator will book competitions that are provided through School Games to ensure that a wide range of children can experience the sense of competition, which they may not get outside of school. This will target PP and SEND children.

- 5) The subscription with WOW Walk To School will be renewed. Teachers will record how the children travel to school daily. To target inactive children, set competitions within school to encourage those who do not actively travel to do so. Badges are awarded monthly for those children who choose an active form of travel at least once a week.

- 6) Half termly review of the PE equipment to ensure any damaged materials are replenished.

- 7) Through staff questionnaires and voice of the staff, CPD can be booked to target areas for development. This will then be feedback through staff meeting.

## Intended actions for 2025/26

### teaching PE and sports

#### **Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement**

- 8) Support staff in the OPAL initiative. Ensure that those within the working team have time to fulfill their role and attend meetings to contribute to the action plan (*cover for staff 4x meeting days, £2000 cover*)

#### **Key indicator 1- Increased confidence, knowledge and skills of all staff in teaching PE and sports**

#### **Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement**

- 9) Bikeability to be offered to KS2 pupils and balance bike training for EYFS. Improve road safety for children.

#### **Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement**

- 10) Introduce children to paralympic sports and share an understanding of inclusion. (*Express coaching - £1900 for the week*)

#### **Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement**

#### **Key indicator 4- Broader experience of a range of sports and activities offered to all pupils**

- 11) To increase the amount of children attending after school clubs. (*cost of coach= £54.00*)

#### **Key indicator 2- Engagement of all pupils in regular physical activity**

#### **Key indicator 3- The profile of PE and sport is raised across the school as a tool for whole school improvement**

#### **Key indicator 4- Broader experience of a range of sports and activities offered to all pupils**

- 8) Meetings are booked in throughout the year. Cover will be put in place to ensure that all those on the team can attend and contribute to the discussions and plans.

- 9) Pupil voice was taken of who would like to participate through the academic year. PE Co-Ordinator will log who completed the training and target children who we feel may benefit from the course.

- 11- Pupil voice will be taken every half term to help plan the following half term's clubs. Looking at the register from the previous year, children who did not attend will be targeted to encourage their participation.

## Intended actions for 2025/26

12) To support the social and emotional wellbeing of pupils in order to support them within PE sessions. It will help them achieve whole child objectives to allow them to achieve in sport.

*(ELSA: 2 x 3 hour sessions per week is: £4,540.25 annually for TTO weeks)*

12- Observations in PE will show increased participation and increased self-regulation when faced with challenges.

## 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?
<ol style="list-style-type: none"> <li>1) Improved behaviour in and out of the classroom. Children will engage in play at unstructured times which will improve their play literacy. Children will be able to resolve issues independently, whilst exploring the world of play. They will apply this to the classroom, enhancing their learning.</li> <li>2) Staff to improve their knowledge and skills on PE related objectives such as play literacy and whole child objectives. This will link well with the implementation of OPAL and Forest Schools.</li> <li>3) An increase in the % of children attending extra-curricular clubs to provide them with opportunities and new experiences.</li> <li>4) Higher % of children completing the Bikeability course to learn road safety skills that they can take with them into their next stage of education.</li> </ol>	<ol style="list-style-type: none"> <li>1) Less behaviour incidents will be reported to staff and logged at unstructured times. Children will be focused in the classroom as they will have explored in their play at lunch time. This will show an improvement in behaviour and readiness to learn.</li> <li>2) Staff reports from CPD sessions. Evidence of high-quality teaching.</li> <li>3) Some children who did not attend an after school club last year will have attended one by the end of the school year.</li> <li>4) More children participating in the course from Y3-6. The skills will be applied to encourage them to actively travel to and from school by cycling.</li> </ol>

## Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?

## Actual impact/sustainability and supporting evidence

Swimming data for the current 25/26 Y6 cohort:

St Peters C of E (Mansfield)	Total participants	Perform safe self-rescue in different water-based situations	Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Swim competently, confidently and proficiently over a distance of at least 25 metres	Session Length	Number of weeks	Year Groups
	31	94%	68%	23%	45 Minutes	18	5
<b>Total</b>	<b>31</b>	<b>94%</b>	<b>68%</b>	<b>23%</b>	<b>45 Minutes</b>	<b>18</b>	<b>5</b>