

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.

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>Lunchtime provision: Elms Group coaches delivering lunchtime sports sessions every day for all years.</p> <p>After school club provision: We implemented through the year clubs: Gymnastics, Karate, Girls football, football.</p> <p>Sport competition provision: We entered a range of KS1 and KS2 competitions across the year: Arsenal football league, Multisport, Cricket, Tennis and Athletics.</p> <p>CPD for teachers: Delivered hands-on PE CPD session for all teachers</p>	<p>It has given pupils access to regular, structured play led by qualified coaches and this has been very popular resulting in been increased daily physical activity across the school. The lunchtime activities have also supported behaviour.</p> <p>After school clubs have built confidence and skill in the different sports offered.</p> <p>During competitions, pupils developed teamwork, resilience, and pride representing the school. The girls' team even reached the Arsenal League finals day. Raised the profile of sport across the school and motivated pupils to take part in sport.</p> <p>Teachers have stated that post this they are more confident in teaching PE.</p>	<p>A wider range of activities required on the playground as the same pupils missed out on the coaching.</p> <p>Higher uptake of pupils needed at after school clubs.</p>	<p>Monitoring showed that the same group of pupils regularly accessed coaching, meaning others were left out. Staff observations confirmed that less confident or less sporty pupils were often inactive or disengaged during this time.</p> <p>Attendance registers showed that certain clubs had low or inconsistent numbers across the year.</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>Key Indicator 1 The engagement of all pupils in regular physical activity Target: Increase physical activity levels for all pupils, with a focus on engaging inactive KS2 girls. Action: Use Elms Group coaches to deliver structured lunchtime activities for all pupils, including dedicated sessions exclusively for girls to encourage participation in a supportive environment. Cost: £720 (Elms Sport in Schools – Lunchtime Club provision for April and May 2025, gross total) A total of £7,056.66 was spent last year on swimming provision with GLL, supporting pupils' water safety and swimming proficiency.</p> <p>Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement Action: Strengthen the profile and visibility of PE and school sport across the school community by:</p> <ul style="list-style-type: none"> • Participating in the Islington Competitions Package (£1,387), which provided access to over 30 inter-school competitions, festivals and events. • Engaging pupils through bespoke in-school festivals and intra-school competitions. • Developing Year 5/6 pupils as Sport and Playground Leaders to increase leadership and responsibility in physical activity. • Using assemblies, the school website, and the PESSPA display board to promote physical activity successes and raise awareness. • Accessing termly PE Leaders Network meetings, CPD sessions, and sport day support to ensure PE remains central to school life. 	<p>Key Indicator 1: The engagement of all pupils in regular physical activity</p> <p>Elms Group coaches will lead structured lunchtime sessions for all pupils, with girls-only sessions to specifically target inactive KS2 girls. A playground zoning plan has been developed with SLT, HLTAs, and TAs to ensure maximum participation and better supervision. Playleaders (including targeted pupils) have been recruited and trained using custom activity packs to support playground engagement. TA training sessions have been delivered to ensure consistent delivery of lunchtime provision. Ongoing audits of equipment and collaboration with local schools will ensure resources are sufficient. These actions are embedded within wider school priorities to improve behaviour, belonging, and emotional regulation through active play.</p> <p>Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>We are actively participating in the Islington Competitions Package, providing access to over 30 events and professional support. Intra-school competitions and bespoke festivals will be delivered throughout the year to promote inclusive participation. Year 5/6 pupils will continue as Playground and Sports Leaders, trained to lead games and support younger pupils. Successes in sport will be regularly shared via assemblies, newsletters,</p>

Cost: £1,387

- A total of £90 was spent on the Techniques Football after-school club during April and May. Additionally, £275 was allocated for each AADUK Gymnastics after-school club delivered in Spring Term 1, Spring Term 2, and Summer Term 1, supporting a range of physical activities for pupils beyond the school day.

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Action: Improve teacher confidence and competence in PE through structured, high-impact CPD delivered by *On The Ball Sports Ltd* (£2,400).

- A high-quality INSET session was delivered to all teaching staff, including live lesson modelling and effective teaching strategies.
- Targeted support was provided to Years 2, 3, 1, 4 and 5 through an "observe, model, team-teach" cycle.
- Staff reported increased confidence, practical scaffolding use, and a clearer understanding of PE standards.
- The PE lead was coached on how to continue this improvement model across other year groups.
- Post-CPD reflections and feedback were shared with SLT, and a Spring 1 INSET was planned to address identified development areas.
- Teachers were also upskilled in the use of the GetSet4PE scheme to ensure long-term sustainability of quality delivery.

Cost: £2,400

social media, and a new PE display board.

External funding (e.g. sponsorship and grants) is being used to purchase new kits and equipment, raising pride and visibility.

PE Lead will continue to attend network meetings and training to maintain strong borough links and stay updated.

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Ongoing CPD from On The Ball Sports Ltd (Sam) includes INSET, lesson modelling, and a targeted observe-model-team-teach cycle across year groups.

A second CPD session was tailored using staff feedback and focused on scaffolding and differentiation (STEP).

All staff have been trained and given access to the GetSet4PE scheme for consistent curriculum delivery.

A STEP scaffolding tool is now displayed in the PE hall, with supporting resources shared across staff.

CPD feedback was shared with SLT, and a Spring 1 INSET is planned to further address teacher needs.

The PE lead has been coached to replicate the support cycle for future sustainability.

Advice from external partners ensures alignment with national expectations and effective use of Sports Premium funding.



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>Key Indicator 1: The engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> • KS2 girls are now engaging and enjoying structured physical activities during lunchtimes and in extra-curricular sessions. Participation has increased, particularly among previously inactive pupils, leading to greater confidence, enthusiasm, and early signs of improved attainment in PE. • There is a notable increase in both pupil and teacher awareness of the PE curriculum. Pupil motivation to engage in PE and sport has risen, and the introduction of leadership roles has enhanced pupil responsibility and confidence. The visibility of PE across the school has contributed to a more active, inclusive, and celebratory school culture. <p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • Staff confidence and competence in delivering high-quality PE lessons has significantly improved. Teachers are using more effective strategies and scaffolding, supported by CPD and structured modelling. The quality of PE across the school is now more consistent, leading to better outcomes for pupils. <p>Key Indicator 1: The engagement of all pupils in regular physical activity Impact:</p>	<p>Collect regular pupil voice through session comments to monitor enjoyment and engagement, especially among KS2 girls. Use adult feedback to track participation in lunchtime and extra-curricular activities.</p> <p>Physical activity successes to be promoted through more frequent features in the school newsletter and displays on the PE board. Pupils to present their PE knowledge and leadership roles (sports leaders) in assemblies, increasing motivation and confidence.</p> <p>Strengthened links with other schools and increase presence in borough competitions, resulting in more team successes such as reaching finals.</p> <p>Improved teacher confidence and competence through ongoing CPD, live modelling, and targeted support, leading to higher quality PE lessons.</p> <p>Use of staff feedback from staff reflections and training evaluations to adapt CPD and support strategies.</p> <p>Use of attendance registers and adult feedback to track participation in lunchtime and extra-curricular activities.</p>

KS2 girls are now engaging and enjoying structured physical activities during lunchtimes and in extra-curricular sessions. Participation has increased, particularly among previously inactive pupils, leading to greater confidence, enthusiasm, and early signs of improved attainment in PE.



Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?

KI.1 – The engagement of all pupils in regular physical activity

Targeted lunchtime activities have led to a noticeable increase in physical activity levels. Girls-only sessions created a supportive environment that encouraged participation, with more KS2 girls expressing enjoyment and a willingness to involve themselves. Pupils reported that the playground sessions improved their lunchtime experiences. Swimming provision also supported pupils' water safety and swimming proficiency. Resources have been reviewed and planned for continued delivery next year.

KI.2 – The profile of PE and sport is raised across the school as a tool for whole school improvement

The profile of PE and sport has grown across the school, with increased visibility and participation. Pupils engaged in a wide range of competitions and festivals, both inter- and intra-school. Leadership opportunities were developed through Year 5/6 Sport and Playground Leaders. Physical activity success was celebrated via assemblies, the website, and school displays. There was strong engagement in borough wide competitions, and competitive outcomes improved significantly, with highlights including the girls' football team reaching a borough-wide final.

KI.3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport

Staff confidence and ability in teaching PE have improved as a result of high-quality CPD. All teachers benefited from practical training, live modelling, and collaborative lesson planning. Many teachers reported increased confidence teaching PE since the start of the year. Ongoing CPD and curriculum planning have been embedded to ensure lasting improvement in PE delivery.

What evidence do you have?

KI.1 – The engagement of all pupils in regular physical activity

- Increased pupil enjoyment and participation in structured lunchtime activities.
- Positive pupil feedback on improved lunchtime experiences.
- Swimming provision supported development of water confidence and safety.

KI.2 – The profile of PE and sport is raised across the school as a tool for whole school improvement

- Pupils participated in a variety of competitions and school-based events.
- PE achievements celebrated through assemblies, displays, and online platforms.
- Staff reflected positively on pupil engagement and behaviour in PE.

KI.3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport

- Staff reported improved confidence following CPD and in-lesson support.
- Curriculum resources used more effectively across the school as reported by On The Ball CPD through lesson observations.