



PE Funding Evaluation Form

Commissioned by



Department for Education

Created by



Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/

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>Equipment and resources purchased to further support PE, EYFS outdoor provision, and after-school clubs we well utilized and enhanced engagement of pupils across school in regular physical activity.</p> <p>Pupil 'Play Leaders' were effectively training and now lead interactive games on the school playground each day.</p> <p>Staff mentoring and professional development through partnership with an external provider supported the delivery of high-quality PE lessons – as well as support for the PE Lead in school.</p> <p>School involvement in inter and intra school tournaments facilitated by Sports UK.</p> <p>All children participated in a whole-school Sports Day – raising the profile of sport, competition and physical activity.</p>	<p>Effective monitoring of physical activity levels both inside and outside of school</p> <p>Pupil engagement in leading play activities at unstructured times of the day. Register and timetable of Play Leaders implemented.</p> <p>Lesson observations and learning walks were conducted throughout the academic year.</p> <p>Registers of inter/intra sports events participation. KS2 trophy winners for Sports for All.</p> <p>Full participation in a successful Sports Day for 2023-24.</p>	<p>Not all pupils were able to participate in extended sports and physical activity competitions / extra-curricular events.</p> <p>Sustainability of mentoring and coaching CPD for teaching staff.</p>	<p>Although increased, the number of opportunities was still limited.</p> <p>Staff turnover (including the PE Lead) represents a challenge for 2024-25 in sustainability.</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>To ensure that all children are participating in two hours a week of high-quality PE, by continuing to focus on teacher CPD ensuring they are confident to enjoy teaching high-quality Physical education.</p> <p>To ensure that all children are active for an average of 60 minutes each day. This will include a focus on 'in school opportunities' and monitoring and further developing external physical activity.</p> <p>To ensure that all children have access to and are offered a broader range of sports and activities – which they are motivated to engage in.</p> <p>To ensure that all children can access competition in school through regular intra school competition, as well as accessing inter competitions against other schools.</p>	<ul style="list-style-type: none"> • PE resources updated to enable high-quality teaching to take place – aligned to the school's long-term PE planning. • Ensure teachers can access high-quality planning and supporting resources. • Develop the quality of teaching and learning in Physical Education, particularly for new teachers and early career teaching staff, through professional development mentoring and coaching. • Support for PE Leader. <ul style="list-style-type: none"> • Develop provision for physical activity at lunchtime by: increasing the amount of playground resources. • Provide a wider range of playground activities, facilitated by play leaders. • Equipment and resources to be purchased to motivate and enhance independent active play. <ul style="list-style-type: none"> • Increase the number and range of activities and clubs on offer – informed by pupil voice. • Implementation of a new extra-curricular timetable. <ul style="list-style-type: none"> • Explore opportunities to join inter school competition, through collaboration with local primary and secondary schools. • 'School Family' competitions within classes to take place. • School to host games competitions against other local primary schools. • Intra school sporting competitions to be introduced – via the PE Leader.

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?
<ul style="list-style-type: none"> • Staff confidence in July 2025 shows that 80% of teachers feel confident in teaching all areas of PE. • Typicality lesson observation indicates that 80% were 'high-quality'. • The PE and Sports Lead feels confident to lead the subject – and to support with mentoring and coaching teaching staff. • CPD withing school will later come through access to local networks, sharing good practice within school, partnerships with other schools, and support from the PE Lead. • Pupil Voice in June 2025 shows that 90% of pupils enjoy PE. • Pupils will be engaged in physical activity during play/lunchtime – independently accessing active play equipment and opportunities. This will be evident through monitoring. • Pupil Voice in June 2025 shows that 90% of pupils state that they engage in active play during unstructured times of the day – everyday. • Pupil engagement in extra curricular activity has increased - showing that 60% of all pupils take part in a broader range of sports. • Pupil Voice in June 2025 indicates that more pupils are engaged in physical activity outside of school – through external clubs and events (promoted through school). • School is engaged in a wider range of competitive events – with increased examples of successful results both for sporting teams and individual accolades. These are promoted and celebrated through school worship and communications. 	<ul style="list-style-type: none"> • Staff confidence surveys • Subject leader action plan • Pupil Voice surveys • Typicality observations • Registers of engagement • Data analysis • Trophies and medals

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Evidence to be completed ahead of digital reporting form.	Evidence to be completed ahead of digital reporting form.