

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



**Academic year
review:**

September
2024- July 2025

**Academic year
intentions:**

September
2025- July 2026



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

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend academic year 2024 - 25

What went well?	How do you know?	What didn't go well?	How do you know?
- Forest School sessions for all children through the academic year	- All year groups engaged in Forest school throughout the year, with adults observing children engaging with the skills taught, including building dens, learning how to tie knots, hand drilling and learning how to safely light a fire.	Not all children with SEN accessed Forest school due to personalised timetables and needs.	Children were not present in whole class Forest school sessions.
- Forest School afterschool	Forest school after school club was offered throughout the year. Uptake was-	Interest in the club appeared to decline with uptake decreasing towards the end of the year.	Numbers were recorded and so we have decided not to continue Forest school club in the Autumn Term.
- Sports coaching for all classes through the year from MNR	All children engaged in MNR sessions with the curriculum carefully mapped out to ensure a variety of skills were covered across the year. The skills taught were progressive and allowed children to access a range of sporting activities. Class teachers supported every lesson as CPD to the apply new ideas, skills and understanding to their PE teaching.	Children feedback that they wanted to experience a wider range of sports, for example tennis and netball.	Feedback was taken through pupil discussions.
- 1:1 sport well-being sessions available for referred children	Referred children, with parental consent, had an opportunity of a six-week block of weekly 30-minute sessions to talk with a trusted, known adult in a 1:1 setting, while engaging in varied sporting activities including archery, football and athletic activities.	Some lack of engagement from referred children.	Referred child selected not to take part due to feeling they were missing out on learning in the classroom so stopped 1:1 sessions.
- Playtime equipment purchased to support and encourage active playtimes	Children are engaging with the play equipment and creating their own games using this equipment. Children have engaged individually or with peers in activities or with equipment (skipping ropes, balance stepping stones, outdoor large dominos, circus skills equipment) with specific purpose, such as skipping and construction, or with imagination, such as role play.	Play time equipment has been misplaced over time and damaged. Equipment can and did get broken and needs replacing.	There is slightly less equipment but due to playground boxes equipment has been able to be stored. Equipment supplies reduced through the year.

Review of last year

- UKS2 outdoor pursuit residential trip funding (Culmington)	The trip to Culmington was well received. Children's observed engagement and enjoyment of the adventurous physical activities on offer, including; hill walking, high ropes and raft building. Children felt challenged, but mostly able to rise to physical and mental challenge of the activities on offer.	The venue for residential was a long way to travel if support was required.	Parental concern over distance to be able to offer support if required.
- LKS2 outdoor pursuit residential trip funding (Oakwood)	Children's observed involvement and enjoyment of activities on offer, including; low ropes, Flying Kiwi, indoor climbing, mountain boarding, bush craft, crate building and archery. Children felt challenged, but able to rise to physical and mental challenge of the activities on offer.	This was a first time away from home for an overnight stay for some children. Extra reassurance and support for the children that found this a challenge.	Staff supervision and support needed though the night for unsettled children.
- West Berkshire School Sports Network membership to access sporting events	Every child had opportunities throughout the year to attend sporting events and challenges, including; football tournaments, KS2 cross country run, speed stacking, mini-tennis and multi-skills. Children had a sense of achievement when competing and representing the school. Many groups were placed in the competitions and tournaments, coming back with a medal too.	The logistics of arranging staffing and getting the specific number of children for events when the events are close together.	School needed to put in staffing arrangements and ensure plans were put in place for transport.
- Sporting events transport	All children were able to travel to and from sporting events as a school team, without the need to request transport from families.	Effects on wider school for transport.	Alternative arrangements needed to be put in place for children who needed transport home and weren't attending the sporting events.
- Gymnastics coach for all classes	All children, from all year groups were able to access specialist teacher for 6 Gymnastic lessons	Timing of Gymnastics during the academic year meant that it fell during December when the hall was in use for Christmas productions and end of term events.	Timing of Gymnastics needed to be altered towards the end of the term to accommodate changes in schedule
- Golf experience day for all classes	All children, from all year groups were able to experience demonstrations and teaching from a golf specialist teacher	Equipment to develop the children's skills after the event.	Cost of delivering this experience day and potentially buying further resources afterwards.
- MF Dance after school club	Children from KS1 and KS2 were able to access different styles of Dance within a fun and encouraging environment with a trained Dance teacher. Feedback from the children has been extremely	Consistency in the club declined towards the end of the year.	A few of the children stopped attending and we had a few children not

Review of last year

	positive with the children eager for us to run this club again.		attend every week. This was partly due to a change in instructor and a period where lessons were disrupted.
- Get Set 4 PE teaching and learning scheme	Teachers were able to access and present high quality, focused PE teaching and learning to all classes. Teachers find the scheme easy to follow and that lessons are clearly structured with good progression.		
- Outdoor activity equipment and resources (gardening, EYFS outside play resources, mud kitchen, sand and water trays, bikes and equipment,	Children can access high quality equipment and resources within the outdoor area. The pupils really like the new equipment, they particularly like making new 'potions' in the kitchen, going on the 'big' bikes and are excited about the new balancing beams. The equipment and resources supported development of gross and fine motor skills alongside personal and social interaction skills.		
School newsletter updates regarding sporting events and achievements	Children, parents and the local community were updated with the available opportunities for children linked to sport learning, practice and competition. Children progress and achievements were celebrated.	Not all children were able to be pictured on the newsletter due to permissions as well as not all parents reading the school newsletter.	Office information
KS2 Sports leaders as role models and leaders in sporting events	Children were able to develop their leadership roles, and their understanding of how to lead and support others through activity and sport.		

Intended actions for this year

What are your plans for 2025 -26?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> -To develop the engagement of children with SEND within PE lessons - To continue to develop pupil voice when planning for PE so that they feel heard, valued and seen and can drive their vision of PE forwards. - To continue to consider the challenges girls face and look at how we support girls in sports. - To continue to offer a wide range of sporting clubs and events for children to participate in to give the opportunity to all children to develop their understanding of sport and competitive sport. - Opportunities in place to support pupils in achieving 30 active minutes each day at school. 	<ul style="list-style-type: none"> -Access the Inclusion Hub for resources and support. - To give our children the opportunity to discuss their interests and passions in sport and activity to then investigate possible opportunities in school and as extracurricular offers. -Making enquiries regarding sporting opportunities for girls (and boys) for training and competitions. - Provide a varied offer to all children for sporting clubs and events to participate in. -Children to complete the Daily Mile. Children to attend as many sporting events as possible through the West Berkshire Network. Children to be encouraged to engage at playtimes and lunchtimes in organized active games

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?
- Children with SEND engage more frequently within PE based sessions, this includes whole class (when appropriate), small group and/or 1:1 sessions.	- Increased engagement and enthusiasm for sport and evidence of increased opportunities such as the alternative Olympics for SEND children to take part in.
Children will discuss their views and work with the PE Lead to develop the curriculum. The curriculum will be based around the skills needed as well as pupil interest.	Children will be more engaged within their PE sessions. They will be enthusiastic to take part in sporting events that use the skills that they have been taught.
To provide an increasing range of opportunities for girls to access sport: Female football coach to provide weekly football training to develop girls' confidence and skills within the sport. Opportunities for girls to enter girls only events through the West Berkshire sporting Network. Opportunities for girls to access both mixed and girls only clubs at school.	Increased enthusiasm among the girls at the schools to take part in sports within PE. Increased confidence within girls to access sports and celebrate their achievements.
Children attend a variety of sporting events throughout the year with key skills for these events taught through the PE curriculum. Children to be offered the opportunity to represent their school once during the school year if they would like to. A variety of clubs to be offered to reflect the current interests of the children but also widen their opportunities.	Children's skills will be applied at the sporting events and children will attend at least 1 event per year, with more offered where possible. To see a consistent uptake in clubs throughout the year with the skills learnt within the club being demonstrated in PE lessons and other sporting events.
Encourage children to lead healthy lifestyles and be more mentally alert and ready for education. Opportunities in place to support pupils in achieving 30 active minutes each day at school. Staff meeting to discuss opportunities for incorporating movement into different areas of the curriculum.	Children fitter and more engaged with the Daily Mile again. Children engage in more active play during breaktimes and lunchtimes. Children are more mentally alert and ready to learn Children value physical activity in everyday lives and understand why they are doing it.

Actual impact/sustainability and supporting evidence

To review July 2026:

What <i>impact/sustainability</i> have you seen?	What <i>evidence</i> do you have?