

# 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.*

## 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><b>Key Indicator 1 – Engagement of all pupils.</b> Increased engagement of all pupils in physical activity and sport. Purchasing resources to respond to the needs of teachers delivering new P.E Hub units to larger cohorts.</p> <p><b>Key Indicator 2 – Profile of PESSPA to be raised with whole school improvement.</b> Teacher led P.E has given P.E. and school sport greater presence.</p> <p><b>Key Indicator 3 – Increased confidence, knowledge and skills in teaching P.E. and Sport.</b> Improved staff confidence, knowledge and skills to teach P.E. and school sport.</p> <p><b>Key Indicator 4 – Broader experience of a range of sports and activities</b> Broader more equal experience of a range of sports and physical activities for all pupils.</p> <p><b>Key Indicator 5 – Increase participation in competitive sport.</b> Increased participation in competitive sport for all pupils. Improved opportunities for girls access to P.E. and competitive sport. Subsidised sport and physical activity clubs</p>	<p>Pupil Voice (P.E. SDP 2023-24)</p> <p>Staff Meeting Minutes (2023-24 and 2024-25)</p> <p>Competition Lists SIMs Club Attendance Data</p> <p>Staff Meeting Minutes (2023-24 and 2024-25) Staff incidental feedback Taster Days Extra-Curricular Clubs for Aut, Spr and Sum Terms Competitions calendar linked to Long Term Plan for Indoor and Outdoor P.E. PPG Report Staff Meeting Minutes (2023-24 and 2024-25)</p>	<p>P.E Assessment – not consistently done by all staff, including a supply teacher in Y3/4.</p> <p>Communicating to the whole school community about being awarded Gold in School Games.</p> <p>Areas marked as 'Uncomfortable – Need Support' in the Inclusive Toolkit for the School Games Award are:</p> <ul style="list-style-type: none"> <li>a) Liaison with SGO to learn from and share knowledge.</li> <li>b) Changing and toilet facilities are non-binary making everyone feel comfortable and safe.</li> <li>c) Accessing the Inclusion Hub for resources and tools.</li> </ul> <p>Observations – lessons delivered by teachers, extra-curricular clubs and taster days were not formally observed. Time could not be</p>	<p>Incomplete assessment on P.E Hub and not always reflective of children's attainment.</p> <p>Staff and P.E Governor are unaware of this success. Award given in August 2024 – in the Summer Holiday.</p> <p>We were unable to grade these areas no higher than 'Uncomfortable – Need Support'.</p> <ul style="list-style-type: none"> <li>a) No support access from SGO until completion of award application.</li> <li>b) We do not have non-binary toilet facilities for children and children get changed in boys/girl groups. We have, previously, been very supportive of individuals and enabled them to feel comfortable and safe.</li> <li>c) As P.E Coordinator I have not access the resources and tools in the Inclusion Hub.</li> </ul> <p>None recorded formally by P.E Coordinator.</p>

for disadvantaged pupils.		allocated as the HT was in class teaching and supply could not be sourced.	
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What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><b>Key Indicator 1 – Engagement of all pupils.</b>  Continue to monitor the scale and reach for different groups.  Areas marked as ‘Uncomfortable – Need Support’ are:  Liaison with SGO to learn from and share knowledge.  Changing and toilet facilities are non-binary making everyone feel comfortable and safe.  Accessing the Inclusion Hub for resources and tools. To further support the development of the attitudes and engagement of Individuals within each class (P.E. SDP).</p> <p><b>Key Indicator 2 – Profile of PESSPA to be raised with whole school improvement.</b>  Sports Ambassadors could lead an assembly on physical literacy to remind children of its importance. Assembly to also include definitions of P.E and Sport.  To publicise the School Games Gold Award (from P.E. SDP). Further promote School Games through School Newsletter, Celebration Assembly and website.</p> <p><i>MAIN SPEND FOR 2024-25</i>  Play is to be an SDP target for 2024-25 as we undertake the OPAL Programme (Outdoor Play and Learning). This is a mentor supported improvement programme that addresses all 18 areas that a school must plan for if they want to sustainably improve the quality of play. This will enable us to enhance our play provision, ensuring that children are active and have positive play experiences which in turn furthers their learning outside the classroom. Include KS2 Woodland Learning and further opportunities for OAA on our school site.</p> <p><b>Key Indicator 3 – Increased confidence, knowledge and skills in teaching P.E. and Sport.</b>  KS1 staff to continue to observe gym/dance coaches to further develop their own knowledge and skills.  All staff to embrace P.E. assessment using P.E Hub Assessment Tool.</p>	<p>Analyse SIMS attendance data for extra curricular clubs and attendance at competitions.</p> <p>Contact SGO to discuss changing and toilet facilities.  Discuss with school SENDCo (Amy Langston) the Inclusion Hub and which resources would benefit those children with higher levels of SEND.</p> <p>Fiona Carney to work with Sport Ambassadors to plan and deliver an assembly for KS1/2 about physical literacy in Spring 2024.  January newsletter to include information about the Schools Games Award.  School website to include similar information.</p> <p>OPAL Play Team to work with Helen Easton OPAL Mentor to achieve, as best they can with the time/resources available, the action points on comprehensive Action Plan to improve the quality of play at Englefield.</p> <p>Timetable ‘cover’ to enable staff to be released.  Use Staff Meetings to spot check P.E. assessment and show short cuts.</p>

<p>Staff to be observed teaching P.E using P.E Hub teaching resources. Staff confident to assess against Success Criteria.</p> <p>Embrace local community contacts to enhance provision and build staff confidence e.g. Y5/6 Basketball (Reading Rockets?)</p> <p><b>Key Indicator 4 – Broader experience of a range of sports and activities.</b></p> <p>Use feedback from Sports Day to include a different parent race (mixed gender?) and the House Relay.</p> <p>Increase the number of inter competitions entered, monitor the variety of these competitions e.g. Include some minority sports.</p> <p><b>Key Indicator 5 – Increase participation in competitive sport.</b></p> <p>Increase the number of inter competitions entered, monitor the variety of these competitions e.g. Include some minority sports. Include pupils who are SEND or disadvantaged.</p> <p>Increase community club engagement and/or pathways.</p>	<p>Fiona Carney to carry out a Learning Walk to observe P.E being taught across the school FS2 – Y6. Monitor assessment for class group. Offer feedback and advice.</p> <p>Fiona Carney to follow leads and contact local community sports clubs e.g. Berkshire Squash, Bradfield Tennis Centre etc. Advertise clubs through social media, leaflets, latest news when ‘tasters’ are given etc.</p> <p>Fiona Carney and Sports Ambassadors to plan a different parent race. Time made for the House Relay to be run.</p> <p>Check competitions entered match the P.E. Long Term Plan for 2024-25. Update accordingly.</p> <p>As above</p> <p>See Key Indicator 3.</p>
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## 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?
<p><b>Key Indicator 1 – Engagement of all pupils.</b> Continue to monitor the scale and reach for different groups <i>all pupils engaged</i> Areas marked as ‘Uncomfortable – Need Support’ are: Liaison with SGO to learn from and share knowledge. Changing and toilet facilities are non-binary making everyone feel comfortable and safe. Accessing the Inclusion Hub for resources and tools. To further support the development of the attitudes and engagement of Individuals within each class (P.E. SDP). <i>Areas marked as Comfortable in Inclusive Health Check.</i></p> <p><b>Key Indicator 2 – Profile of PESSPA to be raised with whole school improvement.</b> Sports Ambassadors could lead an assembly on physical literacy to remind children of its importance. Assembly to also include definitions of P.E and Sport. <i>Pupils can speak about physical literacy and know how to maintain good health/love of self by focusing on their physical literacy.</i> To publicise the School Games Gold Award (from P.E. SDP). Further promote School Games through School Newsletter, Celebration Assembly and website. <i>Community aware of the importance of the School Games Criteria. Provide a USP for Englefield within the local area.</i></p> <p><b>MAIN SPEND FOR 2024-25</b> Play is to be an SDP target for 2024-25 as we undertake the OPAL Programme (Outdoor Play and Learning). <i>This is a mentor supported improvement programme that addresses all 18 areas that a school must plan for if they want to sustainably improve the quality of play. This will enable us to enhance our play provision, ensuring that children are active and have positive play experiences which in turn furthers their learning outside the classroom.</i> Include KS2 Woodland Learning and further opportunities for OAA on our school site.</p>	<p>SIMS Club attendance record Pupil Focus Group – Spring 2025 P.E. lesson observations</p> <p>Provision considered and amended where necessary in light of feedback. Poorer attitudes and engagement for specific individuals improved shown in SEND paperwork and EoY reports to parents.</p> <p>Pupil Voice</p> <p>Parent Forum Discussion School Council Meeting Minutes Sports Ambassador Meeting Minutes</p> <p>Review meetings with OPAL Mentor Observation of playtimes School community surveys – staff, pupils and children Action Plan RAG Ratings</p>

## Expected impact and sustainability will be achieved

### Key Indicator 3 – Increased confidence, knowledge and skills in teaching P.E. and Sport.

KS1 staff to continue to observe gym/dance coaches to further develop their own knowledge and skills. *Staff are confident to lead their own gym and dance lessons.*

All staff to embrace P.E. assessment using P.E Hub Assessment Tool. *P.E attainment can be more closely monitored, including swimming.*

Embrace local community contacts e.g. Y5/6 Basketball (Reading Rockets?) *Enhanced provision and developing staff confidence.*

Observe all staff teaching P.E using P.E Hub resources.

Staff Meeting Minutes

P.E Hub Assessment Tool

Clubs Sheet (Spring/Summer)

P.E. Coordinator File

Clubs File

Staff Learning Walk Feedback

### Key Indicator 4 – Broader experience of a range of sports and activities.

Use feedback from Sports Day to include a different parent race (mixed gender?) and the House Relay. *A change in activity will heighten interest and engagement.*

Increase the number of inter competitions entered, monitor the variety of these competitions e.g. Include some minority sports. *More children of different attainment levels able to compete at appropriate levels in a range of sports and activities.*

Sports Day Verbal Feedback

Competition Attendance Registers

### Key Indicator 5 – Increase participation in competitive sport.

Increase the number of inter competitions entered, monitor the variety of these competitions e.g. Include some minority sports. Include pupils who are SEND or disadvantaged. *Increased participation*

Increase community club engagement and/or pathways. Advertise local club opportunities, offer taster days and send home publicity. *Pathways enable children to further increase their participation in sport outside school.*

P.E Long Term Plan

School Diary

Competition Attendance Registers

School Website

Clubs File



## Actual impact/sustainability and supporting evidence

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