

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 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 2024/5

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>Daily physical activities to encourage children to be more active and to give a movement break from learning.</p> <p>CPD that takes part for teachers and TAs by qualified Sportitude coaches. This has included support for running sports days from EYFS, KS1 and KS2. Teachers and Tas being upskilled.</p> <p>Extra curricular clubs provided across the year Competitions took place across the year for many year groups – some competitions.</p> <p>Swimming for years 4,5 and 6. 50% children left able to swim 25m or more 100% left completing and understanding about water safety. Teachers and Tas supporting coaches thus learning some skills themselves.</p> | <p>All children engaged in physical activity daily. Children have commented that they enjoy the break from learning and these take place inside or outside.</p> <p>Sportitude have led sessions with teachers and Tas working alongside to improve knowledge and skill levels. Teachers have expressed how this has supported them. KS1 – children in Year 6 and Teachers / Tas basically ran the event, supported by Sportitude training prior to the event.</p> <p>Running club has proved very popular and the teacher running this has provided x2 terms of this which children have expressed they have enjoyed.</p> <p>Evident from feedback from staff and coaches that our younger year group – year 4 – are weaker swimmers than we have seen in previous years. This proves we need to offer swimming across the year to Yrs 4, 5 and 6.</p> | <p>Numbers for some clubs offered after school have dwindled which meant that we need to revisit why this is next academic year.</p> <p>Swimming sessions are only for 6 weeks for each class which can only have minimal impact. Water confidence does improve though which is evident from staff feedback.</p> | <p>Evidence from numbers who have attended. More detailed pupil voice required to find out which clubs are more popular and why.</p> |

Review of last year 2024/5

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|---|---|--|--|
| Breakfast club to have Sportitude staff involved to provide activity before school. New playground equipment and markings. | Majority of children attending breakfast club are now physically engaged with activity before school which can only be beneficia | | |
| Sportitude coaches on KS2 playground at lunchtime. Play leaders on KS1 playground at lunchtime. | At the beginning of the year this was successful for engaging children in sports on the playground. | Finances meant that this did not continue all year. However, other staff do engage children in physical activity at these times so impact is still there but not led by qualified coaches. Play leaders continued to support younger children. | |
| New display highlighting PE at Heron Park in foyer for all to see. | In place for all to see – have had comments from parents regarding this as a positive. | | |
| Balance bike / scooter activities for EYFS children | Children expressed their enjoyment of this activity. Staff felt it was very beneficial in the development of younger children's gross motor skills. | | |

Intended actions for 2025/26

| 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"> Children to continue to be as active as possible each day Swimming skills to be improved with greater numbers leaving school being able to swim 25 metres. Greater number and variety of clubs to be offered Gross Motor skills to be developed in EYFS and beyond CPD for staff – enable staff to be better equipped to deliver high quality PE lessons More opportunities for inter-school and externally organised competitions and activities including for those with SEND and girls only events. | <ul style="list-style-type: none"> Breakfast club to promote physical activity as part of its offer. Daily activities throughout the day either inside or outside as part of the timetabling to ensure physical breaks from other subjects. New OPAL playtime initiative in place to encourage more play at breaktimes. This will inevitably lead to physical activity at these times. Years 4, 5 and 6 to continue with a term of swimming this year. Staff to be encouraged to run a club for a term Pupil Voice to ask which clubs would be preferable to the children themselves. Equipment purchased to enable the clubs to take place. Balance bikes, scooters, bikeability available OPAL play initiative implemented External coaches or internal existing staff to support those who are less confident in the delivery of PE lessons and Sports Day activities. Work closely with other primary schools and local PE groups to ensure Heron Park participate in as many competitions as possible, allowing all children the opportunity to participate where possible. |

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"> • Pupil Voice and Parent Voice to show that children are enjoying being more active and recognize the benefits of this. • Swimming – to see a rise in the percentage of children who leave school being able to swim 25 metres or more. • Club numbers to increase and children being more involved in the selection of clubs that are on offer, involving a physical element. • Behaviour improvements as children's breaktimes are successful and transitions are smooth where children are ready to learn • Staff feeling confident in the delivery of PE lessons – particularly those in their early career years • Competitions / sports opportunities for all – girls only, SEND, mixed, younger year groups, etc to be available ongoing year on year. | <ul style="list-style-type: none"> • Results of Pupil and Parent Voice surveys • Swimming data • Greater club numbers • Statistics of suspensions reducing and fewer change conversations from incidents linked to playtime or transition issues. • Staff feedback • Record of opportunities / competition to be kept alongside those who are accessing these. |

Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
|--|-----------------------------------|
| To be completed through the year... | |