

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>Professional Development: Teaching staff enhanced their CPD by observing experienced coaches and sports specialists in action.</p> <p>Expanded Club Offerings: A range of sports clubs were provided before school, during lunchtimes, and after school, leading to increased participation across all year groups — including pupils previously identified as reluctant participants.</p> <p>Diverse Sporting Opportunities: Pupils were introduced to a wider variety of sports such as bench ball, American football, dodgeball, and boccia, helping to inspire, engage, and motivate them to be more physically active.</p> <p>Effective Tracking: Participation in extracurricular clubs and inter-school competitions was successfully monitored, ensuring all pupils had opportunities to engage.</p> <p>Inclusive Representation: Every KS2 pupil had the opportunity to represent the school in at least one sporting event.</p> <p>Active Lunchtimes: Lunchtime activities were enhanced to ensure more children were physically active during the school day.</p> <p>Community Engagement: The school played an active role in the Welwyn Hatfield School Sports Partnership, strengthening local collaboration.</p> <p>Competitive Sport: A noticeable increase in the number of children participating in competitive sports was achieved.</p>	<p>Staff Confidence: Staff reported increased confidence in delivering PE and school sport, contributing to more effective and engaging lessons.</p> <p>Pupil Development: Children benefitted from high-quality teaching, leading to noticeable improvements in their skills and performance.</p> <p>Enhanced Resources: The use of high-quality equipment supported pupils' development, particularly in preparation for sporting competitions.</p> <p>Increased Participation: A significant number of children engaged in clubs before school, at lunchtime, and after school. Notably, 70% of KS2 pupils attended at least one school-based club, with many achieving the recommended 7 hours of physical activity per week.</p> <p>Targeted Engagement: Specific groups of pupils who were previously reluctant to participate in physical activity were successfully engaged, showing increased involvement in PE and school sports.</p> <p>New Sporting Experiences: Pupils had the opportunity to try new sports such as handball and American football, broadening their experiences and interests.</p> <p>Leadership Opportunities: Year 6 Play Leaders facilitated lunchtime activities, increasing physical activity levels among younger pupils outside of structured PE lessons and clubs.</p> <p>Pupil Voice: Children expressed enjoyment in participating in activities beyond the school day and valued the opportunity to represent their school in sporting events.</p>	<p>Staff CPD: While some staff accessed CPD opportunities, not all were able to do so. Increasing the number of teachers engaging in high-quality CPD will be a priority next year. Continued auditing of staff skills will support this goal. Notably, staff confidence in delivering gymnastics and dance has improved, leading to higher-quality PE provision for pupils.</p> <p>Intra-School Competitions: Although intra-school competitions were held at the end of some schemes of work, their implementation was inconsistent. The aim is to establish a more regular and structured approach to these competitions moving forward.</p> <p>Play Leaders: To maximise impact, all Play Leaders will be supported to consistently deliver sessions and target specific pupils to boost engagement. Collaboration between sports coaches and the Year 6 Play Leaders/pupil sports team will be strengthened.</p> <p>Midday Supervisory Assistants (MSAs): There is an opportunity to develop the skill set of MSAs to enable them to lead structured activities and playground games for both KS1 and KS2 pupils, enhancing physical activity during unstructured times.</p>	<p>Time Constraints for Teachers: Teachers reported limited time to engage with PE-related tasks and CPD. To address this, PE will be positioned as a whole-school focus to ensure it is prioritised across the curriculum.</p> <p>Assessment Gaps: Results and assessments were not consistently provided at the end of many units, as requested. A more structured approach to assessment and reporting will be implemented to track pupil progress effectively.</p> <p>Play Leader Recognition: Fewer silver and bronze certificates were awarded to Year 6 Play Leaders at the end of the academic year, indicating inconsistent delivery of sessions. Additional support and monitoring will be introduced to ensure regular and impactful leadership opportunities.</p> <p>MSA Training Disruption: High absence rates among Midday Supervisory Assistants (MSAs) led to inconsistent training delivery. Strategies will be explored to ensure training can continue despite staffing fluctuations, possibly through flexible or modular training formats.</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 buy into the Welwyn Hatfield Schools Sports Partnership (WHSSP) and benefit from the range of provision and opportunity offered (KI2, KI3, KI4, KI5)</p> <p>To continue to subscribe to Complete P.E and to share CPD resources and webinars with teaching staff (KI1)</p> <p>To attend, where possible, all Sports Partnerships events across the calendar year for a variety of year groups (KI2, KI4, KI5)</p> <p>CPD for staff - Pupils to perform in front of an audience following dance lessons (KI1, KI4)</p> <p>CPD for staff (provided externally) (KI1)</p> <p>To provide 15 before school, lunchtime and after school sports clubs, for all year groups, to therefore increase opportunities for all pupils to participate and be provided with a broad range of experiences (KI4)</p> <p>To audit the school's P.E resources / To purchase resources for P.E lessons / extra-curricular clubs to support and develop learning (KI3)</p> <p>To ensure that the vast majority of children by the end of Y6 can swim 25m / competent swimmers (KI4)</p> <p>As the year progresses there may be opportunities for sports visits / workshops / themed days based on key sporting events to support and inspire reluctant participants (KI2)</p> <p>For all KS2 pupils to have represented the school at a sporting event such as festivals and competitions (KI4, KI5)</p> <p>To increase the number of children in KS2 to attend at least one club and to reach 7 hours of physical activity each week from 70 - 75%</p> <p>To increase from 80.1% to 85% of children to attend at least one sporting club in the academic year</p> <p>To increase the numbers from 75% to 80% of SEND children to have attended at least one club in the academic year</p> <p>To increase the numbers from 80 to 85% of pupils at a disadvantage to attend a club in the academic year</p> <p>To maintain or increase the 95% of pupils who achieve Physical Development in the EYFS at the end of the academic year</p> <p>To increase the number of children who achieve 25 metres in swimming from 85% to 90%</p>	<ul style="list-style-type: none"> • School Sports Partnership: Subscription was paid in advance of the academic year, enabling the school to benefit from access to festivals, competitions, and the expertise of the School Sports Partnership. • Communication and Organisation: All partnership activities are responded to promptly, added to the school diary, and communicated to staff and parents via letters. • Staff Development: Staff are regularly signposted to CPD opportunities and encouraged to attend to enhance their confidence and delivery of PE. • Performance Opportunities: The school actively signs up for performance-based events such as dance festivals to broaden pupils' experiences. • Club Provision: Each term's club timetable includes at least 15 clubs, informed by pupil voice and offering a diverse range of sports and activities. • Resource Management: PE resources are audited regularly, with new equipment purchased as needed — including dedicated storage for Play Leaders. • Swimming Progress: Year 6 swimmers' progress is tracked, and top-up sessions are provided to ensure all pupils meet national curriculum requirements. • Event Planning: A calendar of events is developed to include major sporting opportunities, such as the Women's Rugby World Cup and Cricket World Cup, to inspire and engage pupils. • Participation Tracking: Pupil participation in all activities is tracked, with targeted efforts to engage those who have not yet represented the school in a sporting event.


Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?

- **Inclusive Participation:** The school enters a wide range of inclusive sporting events, ensuring opportunities for all pupils.
- **Staff Development:** Ongoing lesson support and CPD are provided by the local SSCO across all year groups. Staff confidence in delivering PE, particularly dance, continues to grow, resulting in high-quality teaching and learning.
- **Leadership Development:** Two groups of Year 6 Play Leaders are trained annually, supporting school sporting events and developing leadership skills while inspiring younger pupils to adopt positive sporting habits.
- **Pupil Confidence and Attitudes:** A key focus is on developing pupils' confidence and fostering positive attitudes toward PE and school sport.
- **Character Education Through Sport:**
 - Pupils are supported in developing decision-making skills in both individual and team sports.
 - Resilience is nurtured as pupils learn to accept setbacks and defeat.
 - Pupils are taught how to win graciously and adapt to changing situations.
- **Resource Sharing:** High-quality resources are used and shared across the school to support pupil achievement in PE and sport.
- **Increased Engagement:** A growing number of pupils from Years 1 to 6 are more engaged in lessons after participating in before-school, lunchtime, and after-school clubs. Targeted pupils have shown increased involvement in PE and wider school life.
- **New Sporting Experiences:** Pupils have had the opportunity to try new sports such as Cheerleading, American Football, and Archery.
- **Skill Development:** Children are provided with a wide range of up-to-date equipment to support skill development across all key stages.
- **Raising the Profile of Key Sports:** Dance and tennis continue to have a high profile within the school, with increased participation and enthusiasm.
- **Swimming Success:** The vast majority of pupils are competent swimmers, meeting or exceeding the expected 25-metre standard.
- **Inspiration through Events:** Pupils are inspired by themed days, visits, and exposure to new sports.
- **Festival and Competition Experience:** Pupils regularly take part in a variety of sporting festivals and competitions, helping them develop their skills, confidence, and competence.

How will you know? What **evidence** do you have or expect to have?

- **Pupil Voice:** Play Leader diaries and pupil surveys are used to benchmark children's views on PE and school sport. These tools help assess the impact of high-quality teaching and experiences throughout the year.
- **Staff Feedback:** Staff surveys indicate increased confidence and ability to deliver high-quality PE lessons following CPD and training.
- **Skill Development:** Pupils report key skills gained through PE lessons and after representing the school in sporting events.
- **Resource Impact:** Both pupils and staff note the positive impact of newly purchased resources on learning and engagement.
- **Representation:** Using the school's tracker, 100% of KS2 pupils have represented the school in a sporting event.
- **Club Participation Goals:**
 - Increase the percentage of KS2 pupils attending at least one club and achieving 7 hours of physical activity per week from **70% to 75%**.
 - Increase overall club attendance from **80.1% to 85%**.
 - Increase participation among SEND pupils from **75% to 80%**.
 - Increase participation among disadvantaged pupils from **80% to 85%**.
- **Early Years Physical Development:** Maintain or improve the **95%** of pupils achieving the expected level in Physical Development at the end of EYFS.
- **Swimming Proficiency:** Increase the percentage of pupils achieving 25 metres in swimming from **85% to 90%**.

 CHAIR OF TRUSTEES

 HEADTEACHER

July '25

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Inclusive Opportunities: The school entered a wide range of inclusive sporting events, ensuring all pupils had the opportunity to participate and represent the school. • Staff Development: Lesson support and CPD were provided by the local SSCO across all year groups. Staff reported increased confidence in delivering PE and school sport, particularly in dance, resulting in high-quality teaching and learning. • Leadership and Responsibility: Two groups of Year 6 pupils were trained as Play Leaders — with all children taking part. This initiative supported school sporting events and helped develop leadership skills and positive sporting habits. • Character and Confidence Building: PE lessons focused on developing pupils' confidence, decision-making, and resilience. Pupils learned how to adapt to different situations, how to win, and how to accept defeat with maturity. • Performance and Reflection: Children gained a deeper understanding of performance, both their own and others', particularly through dance and team sports. • Resource Enhancement: High-quality, up-to-date resources were used and shared across the school to support pupils in achieving their best in PE and sport. • Increased Engagement: A growing number of pupils from Years 1 to 6 became more engaged in PE lessons after participating in before-school, lunchtime, and after-school clubs. Targeted pupils showed increased involvement in both PE and wider school life. • New Sporting Experiences: Pupils had the opportunity to try new sports such as Cheerleading, American Football, and Archery, broadening their horizons and sparking new interests. • Skill Development: Children were provided with a wide range of equipment to support skill development across all key stages. • Raising the Profile of Key Sports: Dance and tennis continued to have a high profile within the school, with strong participation and enthusiasm. • Swimming Success: The vast majority of pupils achieved the national expectation of swimming 25 metres. • Inspiration and Enrichment: Pupils were inspired by themed days, visits, and exposure to new sports, which enriched their overall experience. • Festival and Competition Experience: Pupils regularly took part in a variety of sporting festivals and competitions, helping them develop their skills, confidence, and competence. 	<ul style="list-style-type: none"> • Play Leader Diaries: Used to monitor the consistency and effectiveness of pupil-led lunchtime activities. • Pupil Surveys: Conducted to benchmark children's views on PE and school sport, and to evaluate the impact of high-quality teaching and experiences by the end of the academic year. • Pupil Voice (summer 2025 Monitoring): Children reported learning how to adapt to sporting situations, overcome setbacks, and understand how to win and lose — demonstrating strong personal development through sport. • Staff Feedback: Surveys indicated increased confidence and ability to deliver high-quality PE lessons following CPD and support. • Pupil Reflections: Children noted key skills developed through PE lessons and after representing the school in competitions and festivals. • Resource Evaluation: Both pupils and staff recognised the positive impact of newly purchased resources on learning and engagement. • Participation Tracking: According to the school's tracker, 100% of KS2 pupils represented the school in a sporting event during the academic year. <ul style="list-style-type: none"> • 98% of KS2 (236/ 240) children attend at least one club either in school or out of school • 90% of KS2 SEND (34/38) children have attended at least one club in or out of school • 86% of KS2 Pupils at a disadvantage have attended at least one club in or out of school (37 / 43) • EVFS - Physical Development - 93.3% met Gross Motor Skills & 93.3% met Fine Motor Skills • 90% of Y6 children have achieved 25metres