

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?
Participation in competitive league and tournaments through NDPSSA (Newark and Sherwood District Primary Schools Sports Association) for netball, athletics and boccia.	Children have experienced taking part at a competitive level and given the opportunity to represent school in the local community. This has promoted self esteem, confidence and community links. The children won the Boccia Tournament at the end of the year.	Children were unable to participate in all sporting opportunities.	Staffing limits for extra curricular activities outside of school hours meant that teams weren't developed in football, hockey or rounders.
STRIVER fully implemented throughout school with teachers using it to plan and develop a progression of skills document to support the quality of provision.	Coverage of different sports across school with a progression of skills. Children have been able to access an increased range of different sports and activities.		
Forest Schools lead has completed training and continues to cascade this to teachers and support staff promoting outdoor learning, emotional health and wellbeing and	Forest schools sessions provided for children in KS1 and KS2 on a weekly basis. Children have increased their activity levels which has impacted positively on well being and	EYFS children currently not accessing Forest Schools.	EYFS currently not timetabled for sessions. This is planned for the summer term.

Review of last year 2023/24

physical activity.	behaviour.		
Nottingham Forest Primary Stars coach provides weekly support in class and the delivery of PE sessions through the Nottingham Forest Community Trust	Weekly sessions with the qualified coach have developed sporting skills and, through the power of sport, children have engaged with sessions about life skills (e.g. anti-racism, anti-bullying) both inside and outside the classroom.		

Intended actions for 2024/25

1. Leaders implement and maintain systems and practices that ensure quality teaching and learning.						
Objective	Success criteria	Actions	Timescale	Resources/ Training	Cost	Monitoring
1. Develop a PE Progression Map roadway showing activities, objectives and vocabulary for each year group from F1 to Y6, linked into whole school PE scheme (i.e. STRIVER)	All staff will be clear of the learning focus for the year group in which they are working as well as where children have come from and where they are going in terms of PE.	1. collect information from class teachers regarding activities, coverage and planned vocabulary exposure. 2. populate Progression in PE roadway and share with all staff. 3. review roadway with class teachers after each term to ensure accuracy.	1. Autumn 1 term. 2. Autumn 2 term. 3. Ongoing from Autumn 1	None	Staff release – budgeted for in usual management release of subject lead.	Learning walk to include triangulation of roadway overview, teachers planning focus and children's activities. Termly feedback from staff to ensure accuracy of document against staff teaching expectations
2. 2. Ensure there is a sequenced and cohesive curriculum with fidelity to whole school scheme – 'STRIVER' leading to good progress for all pupils.	Pupil outcomes will improve to show an increase in children meeting age related expectations and those who fall below expectations can demonstrate, through their activities and skills, that progress has been made.	1. Support staff through planned Staff Development time or on a 1:1 basis, as identified, to create a sequence of learning objectives which take children from their start points to the objectives identified on the Progression in PE roadway maps.	1. CPD session in Autumn term. Support ongoing throughout the year.	None	Staff release – budgeted for in usual management release of subject lead.	Sequencing and coverage included as part of termly monitoring.
3. Children can demonstrate an understanding of the skills required	Children can discuss their understanding of PE in terms of skills , (what you need to be able to do) techniques (how you need	1. create an overview of skills, techniques and game tactics for each sport and for teachers to be able to share with children.	1. Prepared prior to Autumn term CPD session	None	Staff release – budgeted for in usual management	Termly monitoring to include a check on how learning

Intended actions for 2024/25

for each strand of PE.	to do it) and game tactics (i.e., Positions in a game situation)	2. instruct staff to ensure planning shows whether lessons are skills, techniques or game tactics based. 3. Introduce symbols for skills, techniques and game tactics to be used when sharing learning objectives.	2. CPD session in Autumn term. 3. Prepared prior to Autumn term CPD session 4. introduced during Autumn CPD and developed throughout the year		release of subject lead.	objectives are being delivered. Pupil voice to demonstrate pupil understanding of the different aspects of PE.
4. Ensure resources needed in order to teach PE effectively are in place. Check resources regularly and make the PE cupboard is an 'adult only' resource room.	All staff are clear on the expectation that PE equipment is for structured adult led PE sessions only. (Play time equipment, if any, kept separately) Correct PE equipment is available for PE lessons	Carry out audit of resources needed. Check budget – put in order	1. Prior to Autumn term 2. Start of Autumn term	None	Cost to be allocated	Termly feedback from staff Monitoring of PE equipment
5. Run a sports week which culminates in Sports Celebration Afternoon	PE Lead will work alongside Premier League Primary Stars coach to provide children with a week of mixed sports experiences. The week will	Book in 'Sports Week' on the school calendar Schedule sports opportunities and class rotation	Autumn term Spring term	None None		PE Lead to meet with coach and curriculum lead to discuss progress of the project.

Intended actions for 2024/25

	culminate in a Celebration afternoon of track and field events with parents present and children scoring points for their House.	Check equipment and resourcing Share all plans with staff Inform parents of the date of Sports Celebration Afternoon Share the plans with children in a 'Launch Event' e.g. collective worship session led by a sports personality or inspiring local sports person. Run event	Spring term Summer term 1 Summer term 2 Summer term 2 Summer term 2	TBC None None TBC (Sports Premium allocation?) Sports equipment, signage, sun shelters, trophies/medals etc	Additional equipment may need to be purchased, hired or borrowed from other schools. Costs tbc Resourcing may have cost implication. TBC	Meetings to take place before Oct half term, Feb half term and May half term. Additional planning sessions may be arranged in Summer 2 in the weeks prior to the event week.
2. A rigorous and sequential approach to the writing curriculum develops pupils' confidence and enjoyment in writing.						
Objective	Success criteria	Actions	Timescale	Resources/ Training	Cost	Monitoring
1. Ensure standards in writing are being maintained in PE. To be discussed during staff meeting whether this is appropriate	The quality of writing produced by children for inclusion in their PE lessons matches that in the English books but also age-related expectations for the year group.	1. Include writing standards as part of regular book monitoring. 2. Challenge staff on acceptable standards of writing in PE e.g. <i>would you accept this writing if it was in the child's English book?</i>	Ongoing	None	None	Termly book monitoring to include quality of any writing. To be included at the back of science books?
2. Map out opportunities for children to write	Children will be able to reflect on PE learning and demonstrate	1. create a list of possible writing opportunities which could fit within each PE theme	Ongoing	None	None	N/A

Intended actions for 2024/25

within PE (alongside the Writing Lead). As Above	their knowledge through writing opportunities.	covered by each year group. <i>E.g. rules for a team game, ideas for a gymnastics/dance sequence or linked to the well-being strands of nutrition or personal care</i> These can be added to by all staff throughout the year. 2. Create an area within school where extended writing can be shared and celebrated (alongside other humanities or wider curriculum subjects – <i>e.g. 'writing across the curriculum' display in a public space/website etc</i>)	Spring term			
3. Leaders ensure that there is a clear curriculum and strategy for the Early Years Foundation Stage leading to school readiness.						
Objective	Success criteria	Actions	Timescale	Resources/ Training	Cost	Monitoring
2. Create a 'What PE Looks Like in EYFS' document.	The PE lead and staff in KS1 and KS2 will be clear on what PE looks like within the EYFS: how it is 'taught' and how children demonstrate knowledge. Staff within the EYFS will understand how their foundations in PE are built upon and how the EYFS Framework can be delivered using STRIVER	1. Meet with EYFS Lead to map out PE across the EYFS with fidelity to Whole school scheme 2. Identify opportunities for demonstrating skills, techniques and organisation with a priority weighting given to basic skills.	1. Spring term (unless needed sooner for Roadway map) 2. Spring term	None	Staff release – budgeted for in usual management release of subject lead.	N/A
4. Teachers and leaders use assessment well; this results in teaching and learning which is appropriately targeted for progress and challenge.						
Objective	Success criteria	Actions	Timescale	Resources/ Training	Cost	Monitoring
1. Develop a PE assessment tracker for accurate assessment	Staff feel confident in their judgements of whether children are working at age related expectations or not.	1. Use the Progression in PE roadmap and teachers sequences of objectives to gather the full range of	Each terms objectives to be added at the	None	Staff release – budgeted for in usual management	Planning scrutiny – planning of objectives against

Intended actions for 2024/25

		objectives which are being taught throughout the year. 2. Use the 'STRIVER' PE schemes assessment tool to assess prior to starting each unit then again at the end. 3. Use broad curriculum moderation opportunities to check judgements against objectives and pupils performance.	end of that term. End of Autumn term 2 Spring term 1		release of subject lead. Staff meeting time or part of inset.	the Progression in PE roadmap
2. Children make good progress against objectives, including those working below age related expectations and/or from identified groups	Assessments show that children from all identified groups (boys, SEN, PP, GRT, EAL) are making good, or better, progress including those working below age related expectations.	1. Analyse data from all year groups by filtering identified groups. 2. Use data to identify pupils who have made little or no progress between assessment points. 3. Discuss pupils with little or no progress with class teachers to target for rapid improvement. 4. Teachers to adapt future teaching to increase progress for identified children 5. Look at engagement in PE lessons across school and develop an action plan to improve participation and tackle barriers to learning.	Termly following assessment points End of Autumn Term after conversations with staff.	None None	Staff release – budgeted for in usual management release of subject lead.	Assessment data analysis Learning walks

Intended actions for 2024/25

5. Leaders ensure that there is a shared strategy for developing the schools Christian identity.

Objective	Success criteria	Actions	Timescale	Resources/ Training	Cost	Monitoring
1. Children reflect on how PE learning connects to our Whole School Christian values.	Children can speak about how in PE they are able to demonstrate, the Christian values shared by the school.	1. Ask staff to include opportunities for pupils to reflect and discuss how PE can be viewed when using the lens of Christian values e.g. through teamwork (cooperation) Well-being activities (promotes happiness) Through being supportive of teammates (respect)	Introduced in staff meeting in Autumn term 1	None	None	Pupil voice to demonstrate pupil understanding of how PE, links to our Christian values and how they have demonstrated this.

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?
See above 'Action Plan'	See above 'Action Plan'

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?