

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



## 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 2023-2024

**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?
<ul style="list-style-type: none"> <li>• Employment of OPAL Play lead</li> <li>• Staff confidence in teaching PE.</li> <li>• A wide range of sports available to children.</li> <li>• Sporting achievements in competitions.</li> </ul>	<p>More children are active during lunchtimes Nursery – Year 6. Following the recent introduction of OPAL into our lunchtimes, this part of the children's day has become more active. New equipment has also contributed to increased lunchtime activity as children are more engaged. School delivers quality Sports and play opportunities for children Nursery – Year 6. Achieved Gold Award July 2024</p> <p>OPAL Play</p> <p>Increased staff confidence, skills and knowledge. Staff confidence has increased in teaching PE since attending planning surgeries (staff voice) and use of The PE Hub. Mock deep dive into PE/Sports Curriculum July 2024</p> <p>School games Platinum Award achieved July 2024 – Platinum Award retained since awarded in 2019</p> <p>More children are engaged in sporting opportunities in school Nursery – Year 6. Children have been exposed to a range of sports and be enthused by them. Pupils can participate in competitions in school PE lessons and lunch times raising their confidence in sports such as cricket, rounders and football.</p>	<p>Use of Primary PE Hub for scheme of work.</p>	<p>Staff Voice shows that lesson plans were not always suitable for the progression of skills for our children. Staff stated that they were sometimes difficult to follow.</p>

## Review of last year 2023-2024

Professional Tennis Coach from LTA commissioned by school – All pupils in Years 3 and 4 accessed Tennis Coaching. School received £250 additional funding for this.

Leon Baptiste (Olympic Athlete) worked with every pupil in school Reception – Years 6

Additional funding for school goal posts received from Tesco – increased school capacity for hosting Football Tournaments

Swimming Pool hired for 2 weeks June 2024 – accessed by all pupil in school Nursery – Year 6.

2<sup>nd</sup> Place ESSP Football Tournament Year 5/6 9/10/2023.

1<sup>st</sup> Place ESSP Dodgeball Tournament Year 5/6 01/02/2024.

2<sup>nd</sup> Place ESSP Indoor Athletics Year 5/6 23/11/2023.

1<sup>st</sup> Place ESSP Boccia Tournament KS2 12/12/2023.

2<sup>nd</sup> Place ESSP Archery Competition KS2 29/02/2024.

Football League Winners 23/24 Burton District.

Year 5/6 Indoor Athletics Team went to County Finals (Level 3).

2<sup>nd</sup> Place ESSP Indoor Athletics Year 3/4 4/12/2023.

16 Sporting Activities offered to pupils in Y6 - Y3 Academic year 22/23.

19 (21%) of SEND Pupils (Y6 - Y3) accessed sporting activities representing school in Academic Year 22/23.

44 (20%) of Pupil Premium Pupils (Y6 - Y3) accessed sporting activities representing school in Academic Year 22/23.

## Intended actions for 2024/2025

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities</li> <li>2. Increasing engagement of all pupils in regular physical activity and sporting activities</li> <li>3. Raising the profile of PE and sport across the school, to support whole school improvement</li> <li>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils</li> <li>5. Increasing participation in competitive sport</li> </ol>	<ol style="list-style-type: none"> <li>1. New Get Set 4 PE scheme introduced (sport premium funding used). AFPE membership provides a large range of resources to support teaching (sport premium funding used). Subject Leader discussions with staff to support teaching and learning. OPAL training provided for the OPAL play lead to improve knowledge and skill (sport Premium funding used).</li> <li>2. OPAL play lead to support children receiving 60 minutes of exercise a day. Soccer Stars staff provide targeted football activities to all children at lunchtimes to improve the amount of time spent doing exercise (sport premium funding used). Training provided to Yr 5 children as play leaders to support lunchtimes in reception.</li> <li>3. A famous athlete visit to school. Jubilee of Sport Week including a KS2 inter school rounders competition, a whole school inter school football competition.</li> <li>4. A range of different sports competitions have been attending by children including football, netball, rounders, archery, athletics, gymnastics and tag rugby. The opportunities have been provided to a range of abilities, genders, Pupil Premium and SEN. Phunky Foods: 100% (all) children (Years 1 -6) have taken part in Phunky Food assemblies with our Phunky Food ambassadors to learn the importance of staying healthy and active. Top up lessons provided for Yr 6 pupils to achieve 25m (sport premium funding used).</li> <li>5. Children attended a range of sporting competitions. (sport premium funding used for membership to sports partnership). Whole school inter school sports competitions including football and rounders). Competitive games used within lessons.</li> </ol>

## 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>1. Improved Quality of PE Teaching:</b> The introduction of the <i>Get Set 4 PE</i> scheme, alongside <i>AFPE membership</i> and staff training led by the Subject Leader, has enhanced teacher confidence and subject knowledge. This will ensure high-quality PE delivery across all year groups. Continued access to structured lesson plans and professional development helps sustain consistency and high standards over time.</p> <p><b>2. Increased Physical Activity &amp; Leadership at Playtimes:</b> <i>OPAL training</i> has supported the play lead in creating more active and engaging playtimes. Initiatives such as <i>Soccer Stars lunchtime sessions</i> and <i>Year 5 play leader training</i> provide structured and inclusive activities, helping pupils achieve the recommended 60 minutes of daily physical activity. By embedding play leadership into school culture and training older pupils annually, the impact is sustained long-term.</p> <p><b>3. Raised Profile of Sport Across the School:</b> The <i>visit from a professional athlete</i> and events like <i>Jubilee of Sport Week</i> have inspired pupils and promoted a positive sporting ethos. Whole-school participation in <i>inter-school competitions</i> fosters pride, engagement, and motivation. These events create memorable experiences that build enthusiasm for sport and healthy lifestyles.</p> <p><b>4. Inclusive Participation in Competitive Sport:</b> Children of all abilities, genders, and backgrounds, including Pupil Premium and SEND pupils, have accessed a wide range of sports competitions. This inclusive approach promotes confidence, resilience, teamwork, and a sense of achievement, while ensuring every child has the opportunity to represent the school.</p>	<p><b>1. Improved Teaching &amp; Learning in PE:</b></p> <ul style="list-style-type: none"> <li>Lesson observations and informal drop-ins show increased staff confidence and improved lesson delivery, supported by the <i>Get Set 4 PE</i> scheme.</li> <li>Staff feedback during Subject Leader discussions highlights greater clarity in planning and progression.</li> <li>Use of consistent resources across the school demonstrates embedded practice.</li> </ul> <p><b>2. Increased Physical Activity &amp; Engagement:</b></p> <ul style="list-style-type: none"> <li>OPAL observations demonstrate greater pupil engagement and more active play.</li> <li>Timetables from Soccer Stars lunchtime sessions show high participation across all age groups.</li> <li>Year 5 Play Leader timetable show pupil involvement in leading structured physical activity.</li> </ul> <p><b>3. Inspiration &amp; Motivation Through Events:</b></p> <ul style="list-style-type: none"> <li>Pupil voice surveys following the <i>athlete visit</i> and <i>Jubilee of Sport Week</i> reflect increased enthusiasm and aspirations in sport.</li> <li>Photos, newsletters, social media and celebration assemblies show wide participation and school celebration of sport.</li> </ul> <p><b>4. Inclusive Participation in Sport:</b></p> <ul style="list-style-type: none"> <li>Competition records show a range of pupils—including Pupil Premium, SEND, and both genders—have represented the school.</li> <li>Feedback from staff and pupils confirms the inclusive and positive nature of these opportunities.</li> </ul> <p><b>5. Competitive Elements Embedded in PE:</b></p> <ul style="list-style-type: none"> <li>Lesson plans and observations show regular use of competitive games.</li> </ul>

## Expected impact and sustainability will be achieved

### 5. **Embedding Competition and Teamwork:**

Intra-school competitions and regular intra-school events, and competitive elements within lessons help children develop essential life skills such as teamwork, communication, and perseverance. Over time, this approach builds a competitive but supportive sporting culture within the school, which is maintained through regular events and curriculum planning.

- Records of *inter- and intra-school competitions* show whole-school participation and increasing levels of engagement.
- Certificates and medals provide ongoing evidence of competition and celebration.

# Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>1. High-Quality PE Teaching Embedded:</b> The Get Set 4 PE scheme has led to more consistent and well-structured lessons across year groups. Staff are more confident and better equipped to deliver engaging and progressive PE lessons. The Subject Leader has sustained this through regular support and resource sharing. The AFPE membership continues to provide up-to-date resources and guidance to maintain standards.</p> <p><b>2. Active Playtimes Becoming the Norm:</b> The OPAL initiative has transformed lunchtime play into more active, inclusive experiences. The OPAL play lead is confidently leading improvements, and Year 5 Play Leaders are now part of daily routines, supporting younger pupils. This approach is sustainable as older pupils are trained, embedding leadership into school culture.</p> <p><b>3. Increased Daily Physical Activity:</b> Structured lunchtime activities from Soccer Stars have significantly increased the number of children meeting the 60-minute daily activity target. This provision ensures that physical activity is integrated into the school day for all pupils, especially those who may not be active outside of school.</p> <p><b>4. Raised Aspirations Through Sport:</b> The visit from a professional athlete and events like Jubilee of Sport Week have inspired pupils and raised the profile of PE. These whole-school events have created a lasting enthusiasm and a stronger sense of community through sport, with a growing appetite for annual repeat events.</p> <p><b>5. Sustained Participation and Inclusion in Sport:</b> A wide range of pupils—including, Pupil Premium, and children of all</p>	<p><b>1. Staff Development &amp; Quality of Teaching:</b></p> <ul style="list-style-type: none"> <li>• Frequent conversations with staff show throughout the year shows improved lesson structure and consistency since the introduction of the <i>Get Set 4 PE scheme</i>.</li> <li>• Staff feedback from informal Subject Leader discussions throughout the year confirms increased confidence and improved subject knowledge.</li> <li>• Continued use of Get Set 4 PE resources across the school supports sustained delivery of high-quality PE lessons.</li> </ul> <p><b>2. Active Lunchtimes &amp; Pupil Leadership:</b></p> <ul style="list-style-type: none"> <li>• OPAL audits and observations show pupils are more engaged and physically active during playtimes.</li> <li>• Informal observations completed by OPAL lead and informal conversations with Subject Leader of Soccer Stars indicate consistent engagement across all year groups.</li> <li>• Play Leader timetables and feedback show Year 5 pupils are effectively leading active games in Reception.</li> </ul> <p><b>3. Inspiration Through Events:</b></p> <ul style="list-style-type: none"> <li>• Pupil voice following the professional athlete visit and Jubilee of Sport Week reflect high levels of excitement, motivation, and positive attitudes towards sport.</li> <li>• Photos, newsletters, social media and celebration assemblies document high levels of whole-school involvement and celebration of physical activity.</li> </ul> <p><b>4. Inclusive Participation in Sport:</b></p> <ul style="list-style-type: none"> <li>• Competition registers and tracking documents show pupils from a range of backgrounds and abilities (including <i>Pupil Premium and SEND</i>) have taken part in sports events.</li> </ul> <p>48.89% of KS2 pupil premium children accessed competitions.</p>

## Actual impact/sustainability and supporting evidence

abilities and genders—have taken part in sports competitions. There is now an inclusive and supportive ethos around participation and representation. This culture has become embedded and is reflected in improved confidence and teamwork across the school.

### 6. **Competitive Sport Embedded Across the Curriculum:**

The use of competitive games in lessons, along with intra school and regular inter school competitions has made competition a normal and enjoyable part of school life. Pupils are more resilient, collaborative, and motivated. This will be sustainable through regular events carried on next year.

24 girls accessed girls football events (improved from 21 last year).  
100% of KS2 SEND children took part in an intra school competition.  
63% of Year 6 children can swim 25 metres.

- Staff reflections highlight increased confidence and enthusiasm among pupils who may not typically engage in competitive sport.

### 5. **Competitive Culture Embedded:**

- PE lesson plans show regular inclusion of competitive games.
- Results of intra- and inter-school competitions demonstrate whole-school involvement.
- Certificates and medals reinforce the importance of participation and effort in school sport.

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	63 %	<p><b>23/24 percentage 72%</b>  <b>Decrease of 9% from 23/24 Academic Year.</b></p> <p><i>Children who had not completed their 25 metres received top up lessons at the local leisure centre. In 23/24, Children received intensive lessons in our on school swimming pool over 2 weeks.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60 %	<p><b>23/24 percentage 54%</b>  <b>Increase of 6% from 23/24 Academic Year.</b></p> <p><i>Within their lessons, the children were taught a range of different strokes and the majority of the children completed their 25 metres using front crawl.</i></p>

## Swimming Data

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>80%</p>	<p><b>23/24 percentage 86%</b>  <b>Decrease of 6% from 23/24 Academic Year.</b></p> <p><i>Safe self-rescue in a range of different water based situations was covered within the curriculum that was taught by the swimming teachers.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes</p>	<p><i>Children who were not able to swim 25 metres attended top up swimming lessons.</i></p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p><b>Not applicable</b></p>

## Sports Premium Profile of Spend Academic Year 24/25

Sports Premium Funding Summary	Service provider	Service	Cost	Spend
<b>Swimming - Hire of Pool</b>	Everyone Active	Swimming Lessons for Year 6 - Summer term 2 2025		<b>£1,354.50</b>
<b>Subscriptions</b>	AFPE	Annual Subs May 24-May 25	£125.00	
	Get Set 4 PE	PE Subs 1 year	£550.00	
	St Ralph Sherwin Multi Academy Trust	E.staffs sports subs. 1.9.24 - 31.7.25	£1,800.00	
			£2,475.00	<b>£2,475.00</b>
<b>OPAL</b>	Outdoor Play and Learning	OPAL Honours/Membership/Travel		<b>£1,793.00</b>
		Staffing - OPAL Play Leader - percentage of OPAL Play Leader time apportioned to Sports Premium = 25%		<b>£7,764.34</b>
<b>Lunch Time Sport</b>	Soccer Stars UK	Autumn term 2024	£2,100.00	
		Spring term 2025	£1,890.00	
		Summer term 2025	£1,590.00	
		percentage apportionment 50%	£5,580.00	<b>£2,790.00</b>
<b>Sports Lead Time</b>		percentage of Sports Lead time apportioned to Sports Premium = 5.84%		<b>£3,113.16</b>
				<b>£19,290.00</b>

<b>Sports Premium Funding Allocation 24/25</b>		<b>£19,290.00</b>
<b>Sport Funding Apportionment: 1 CPD category</b>		
		<b>Spend 24/25</b>
<b>External staff training</b>	AFPE annual membership	£125.00
	St Ralph Sherwin MAT East Staffs Sports annual membership	£1,800.00
	OPAL Outdoor Play Annual membership	£1,793.00
	<b>Total Spend</b>	<b>£3,718.00</b>
<b>Internal staff training</b>	Sports Lead time - 20% of apportioned Total of £3113.16	£622.63
	<b>Total Spend</b>	<b>£622.63</b>
<b>Upskilling staff to delivery swimming lessons</b>	<b>Total Spend</b>	<b>£0.00</b>
Inter-school development sessions	<b>Total Spend</b>	<b>£0.00</b>
On-Line training/resource development	<b>Total Spend</b>	<b>£0.00</b>
External coaches supporting confidence and competence	<b>Total Spend</b>	<b>£0.00</b>
<b>1. CPD spend 24/25</b>		<b>£4,340.63</b>
<b>Sport Funding Apportionment: 2 Internal</b>		
		<b>Spend 24/25</b>
<b>Internal school based extra curricular activities</b>	Sports Lead time - 40% of apportioned Total of £3113.16	£1,245.26
	OPAL Play leader time - 100% of apportioned time	£7,764.35
	<b>Total Spend</b>	<b>£9,009.61</b>
<b>Internal Sports competitions</b>	Sports Lead time - 20% of apportioned Total of £3113.16	£622.63
	<b>Total Spend</b>	<b>£622.63</b>
<b>Internal aquatic opportunities for pupils</b>	<b>Total Spend</b>	<b>£1,354.50</b>
<b>Internal Active Travel</b>	<b>Total Spend</b>	<b>£0.00</b>
<b>Internal equipment and resources</b>	<b>Total Spend</b>	<b>£0.00</b>
<b>Internal membership fees</b>	<b>Total Spend</b>	<b>£550.00</b>
<b>Internal use of educational platforms and resources</b>	<b>Total Spend</b>	<b>£0.00</b>
<b>2. Internal spend 24/25</b>		<b>£11,536.74</b>
<b>Sport Funding Apportionment: 3 External</b>		
		<b>Spend 24/25</b>
<b>External - activities organised by School games organiser network</b>	<b>Total Spend</b>	<b>£0.00</b>
<b>External - other inter school sports competitions</b>	Sports Lead time - 20% of apportioned Total of £3113.16	£622.63
	<b>Total Spend</b>	<b>£622.63</b>
<b>External - coaching staff (Lunch time sports club - Soccer Stars UK)</b>	<b>Total Spend</b>	<b>£2,790.00</b>
<b>2. Internal spend 24/25</b>		<b>£3,412.63</b>
<b>Sport Funding Summary</b>		
<b>Total Spend 24/25</b>		
1. CPD		£4,340.63
2. Internal		£11,536.74
3. External		£3,412.63
<b>School Sports Premium Allocation/spend 24/15</b>		<b>£19,290.00</b>

Signed off by:

<b>Head Teacher:</b>	<i>Ashenatt</i>
<b>Subject Leader or the individual responsible for the Primary PE and sport premium:</b>	Carol Salt (Finance) and Chelsie Wright (Subject Lead)
<b>Governor:</b>	<i>[Signature]</i>
<b>Date:</b>	14.7.25