

# 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 2024/25

**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>More pupils are meeting their daily physical activity goal of at least 30 minutes each day, and more pupils are being encouraged to take part in PE and Sporting competitions.</p> <p>Children have been given a range of sports to access at break and lunchtimes e.g. Football, basketball, dodgeball, tennis, rounders and cricket.</p> <p>Staff are more confident in teaching and delivering the PE` curriculum after the introduction of Primary PE Planning.</p> <p>Children have had more opportunity to compete in inter competitions.</p> <p>More children are confident in swimming</p>	<p>Lunchtime clubs are being ran by mini leaders and mid-day supervisors to help inspire more children to be active at breaks and lunches.</p> <p>Midday supervisors, as well as class teachers, set out different sports at breaks and lunchtimes to give children more opportunities to experience a variety of different sports.</p> <p>Primary PE Planning has up-skilled staff when delivering PE lessons by offering videos on how to teach each task. This has also given the children more confidence when taking part in their lesson as they have already had some pre-teaching.</p> <p>After our most recent PE survey, there was a higher percentage of children taking part in competitions outside of school.</p>	<p>Some children still refuse to take part in some PE lessons when the competitive part is introduced.</p> <p>Swimming sessions impacted negatively by reliability issues by transport.</p> <p>Intra-competitions are not given their full potential e.g. football, netball and tennis. We need to ensure more is happening within our school.</p> <p>Sports day has not been able to happen this year due to the new build.</p>	<p>Reports from teachers about the children who do not take part</p> <p>Bus would often be late and often not turn up to take the children to their swimming lessons.</p> <p>The school is getting a new build and this has impacted on the space we can use and has stopped intra competitions from happening.</p>

## Review of last year 2024/25

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## Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. Introduction of AVSSP (Amber Valley School Sports Partnership) full day coaching. To deliver quality first teaching as well as coaching to uplevel confident and skills in teaching staff. After-school club to be offered. Cost £7239</li> <li>2. EFD coaching and mentoring full day teaching and coaching. EFD Coaching will be mentoring to target resilience mental health positive attitude towards sport and within the classroom and to give further opportunity towards physical activity. Offer after-school club Cost £7800</li> <li>3. Introduce a new play leader at lunchtime. Cost £3500</li> <li>4. Continue to use Primary PE Planning. Cost £474</li> </ol>	<ol style="list-style-type: none"> <li>1. AVSSP to come in one full day a week. Coach to work closely with class teacher building confidence to deliver PE coaching and offer after school club and lunchtime club to give children opportunity to express themselves in a variety of different sports.</li> <li>2. EFD Coaching will deliver targeted sessions every Tuesday throughout the day, focusing on specific groups including pupils with SEND, girls, and children with significant behavioural needs. EFD coaching will also offer an after-school club and lunchtime club to give opportunities to children in a wide range of sports.</li> <li>3. A new Play Leader will be appointed in September to encourage greater participation in physical activity during break and lunchtimes. The role will</li> </ol>

## Intended actions for 2025/26

also support the development of pupil leadership by offering opportunities for children to become Mini Leaders.

4. Teachers and staff to continue to use PPP to up-skill their knowledge and gain confidence when delivering the PE Curriculum.

## 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>AVSSP will support the upskilling of staff through high-quality CPD and in-lesson coaching, with teachers actively involved to enhance their confidence and subject knowledge. This partnership aims to ensure the delivery of high-quality PE lessons, increase pupil engagement, and raise the profile of PE across the school. Additionally, it will help develop Somerlea's competitiveness in inter-school competitions by improving both the quality of provision and pupil performance.</p> <p>EFD Coaching will work with targeted groups within the school, including girls, pupils with SEND, and children with significant behavioural needs, to provide tailored support and opportunities for success. Through structured physical activity sessions, the programme aims to help pupils develop positive behaviour strategies, build confidence, and strengthen resilience. This targeted approach will also contribute to raising the profile of PE across the school by promoting inclusion and engagement for all learners.</p> <p>The Play Leader will play a key role in promoting physical activity by encouraging pupils to participate in a wide range of sports during break and lunchtimes. They will also support the development of pupil leadership by training children to become Mini Sports Leaders, enabling them to lead and deliver activities for their peers. By offering a diverse selection of sports, the Play Leader will help ensure that all children have regular opportunities to be active and engaged throughout the school day.</p> <p>The use of the Primary PE Planning scheme will support the upskilling of teachers by enhancing the quality and consistency of PE delivery across the school. The scheme includes a comprehensive skills progression framework from Year 3 to Year 6, ensuring continuity and development in pupils' physical education. It also provides detailed, inclusive lesson plans that are accessible and adaptable to meet the needs of all children, regardless of ability.</p>	<p>Evidence of the impact of the AVSSP partnership will be gathered through a range of methods. Staff confidence and subject knowledge can be monitored through CPD feedback forms, teacher surveys, and lesson observations. Improvements in lesson quality and pupil engagement will be reflected in planning scrutiny, pupil voice feedback, and behaviour logs. Increased participation in PE lessons and extracurricular clubs will provide further evidence of engagement, particularly among targeted groups such as SEND and disadvantaged pupils. The raised profile of PE will be demonstrated through newsletters, social media, display boards, and assemblies celebrating success. Finally, Somerlea's increased involvement and performance in inter-school competitions will be recorded through competition results, team selection logs, and tracking of pupil progress over time.</p> <p>Evidence of the impact of EFD Coaching will be gathered through a combination of qualitative and quantitative measures. Behaviour tracking and pastoral records will help monitor improvements in conduct and emotional regulation among targeted pupils. Pupil voice feedback, particularly from girls, SEND pupils, and those with behavioural needs, will provide insight into levels of engagement, confidence, and enjoyment. Staff observations and informal reports will highlight changes in attitude, participation, and resilience during sessions. Attendance records for targeted physical activity sessions will show consistency and interest, while case studies can be used to demonstrate individual progress. The broader impact on the profile of PE will be evident through increased inclusivity, greater visibility of targeted groups in physical activity, and celebration of their involvement in school-wide events and displays.</p> <p>Evidence of the Play Leader's impact can be gathered through daily activity logs or timetables showing the range of sports offered and pupil participation levels during break and lunchtimes. Pupil voice surveys can capture feedback on enjoyment, activity preferences, and the visibility of the Play Leader's presence. The development of Mini Sports Leaders can be evidenced through training records, leadership timetables, and</p>

## Expected impact and sustainability will be achieved

observations of pupil-led sessions. Photographs or videos (with appropriate permissions) can showcase a variety of activities taking place. Staff feedback and informal observations will help assess changes in pupil behaviour, engagement, and leadership skills. Overall, the consistent delivery of inclusive and varied activities, combined with increased pupil involvement, will reflect the positive impact on daily physical activity and the profile of PE across the school

Evidence of the impact of the Primary PE Planning scheme can be gathered through lesson observations and planning scrutiny, which will highlight improved consistency, structure, and progression in PE lessons across year groups. Teacher feedback and self-assessment surveys will provide insight into increased confidence and subject knowledge. The use of the skills progression framework can be monitored through tracking documents that show pupil development over time. Inclusion can be evidenced by differentiated lesson planning and observations of how pupils with varying abilities are supported and engaged. Pupil voice feedback will offer further insight into their experience of PE, while moderation of outcomes across year groups will reflect consistency in delivery and progression.

## Actual impact/sustainability and supporting evidence

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