

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?
School games award - Gold	Completed the audit/evaluation form - Gold awarded (19th July 2024)	Interschools competition	We were unsuccessful in securing a space for the football tournament. We have been unable to participate (due to lack of numbers) in some sporting events. The lack of skills and expertise that our children have means that they leave tournaments disheartened and lacking confidence.
PE was delivered to all classes, meeting the requirements of the National Curriculum and also the specific needs of our pupils. ECT staff were able to develop their professional competence using both internal colleagues and external trainers.	PE scrutiny days - evidence collected during lesson walks	There is not sufficient and comprehensive measure of the outcomes and attainment in PE. Teachers are using a 'all, most, some' approach to assessment and therefore tracking is not fully possible, this also means that there is not a robust intervention	by looking at the assessment grids that are available.
We ran daily sports activities every lunchtime, with a rota to ensure all Year Groups and classes were able to	Pupils accessed a wide range of sports and activities Community attendance was high	Subject leadership of PE. Due to changes in staffing the PE lead is	

Review of last year 2023/25

participate. These were supervised by both SG staff and Active Trowbridge specialists. A wider range of games and sports were included.	An assembly was used to celebrate pupil achievement and participation, with explicit links to our school values	new to the role and needs support to have sufficient subject knowledge and expertise to lead PE and ensure the curriculum is fit for purpose.	
The Activity Zones for break/lunch were increased, supplemented by a new gym area which has proven extremely popular.	The equipment is always full and the children who may have not been as active in the past are now moving. This is particularly true of some of our children with additional needs where the equipment gives good sensory feedback (rocking for example)	Swimming data is poor	Swimming assessments – these are in Year 4 – 28% of children swimming 25m Last year, Year 6 did not swim with our teachers (and missed so much due to Covid/lack of pool slots and we have not got sufficient evidence of their achievements. Top up was not up and running so we were unable to take part in this.)
We participated in the West Wilts Dance Festivals at Bath Forum, with boys and girls from both Key Stages participating.	The children were confident to perform on the stage. Dance clubs for both key stages run for 2 terms in preparation for the show.		
We ran Sports Days over three mornings, for Year 6, EYFS/KS1 and KS2, which were well-attended by parents and which enabled all pupils to participate, including our Resource Base pupils.	Year 6 completed their own sports day and supported the younger children in their sports days.		
The school's Therapeutic Mentoring provision was able to include a wide range of sporting, physical and outdoor activities in our trauma work. This	It provides consistency, safety and stability for children who need more relational based support.		

Review of last year 2023/26

benefited many pupils with trauma-based needs as well as others following our ELSA programme.			
---	--	--	--

Intended actions for 2024/2025

Funding 2024-2025

Total funds	Received 7/12 of the allocation on 8 November 2024	Received 5/12 of the allocation on 9 May 2025	Total spent
£17,910	10,447.50	7,462.50	

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Key indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport	
1.1 Subject leader to undertake training linked to the Curriculum to up-skill her knowledge and understanding of PE so she can confidently disseminate to all staff, and increase their knowledge and confidence.	<p>Subject leader to work alongside experienced PE lead 3 days x per year Participation in PE training</p> <p><u>costings</u> £250 x 3 per year = £750 Join AFPE - https://www.afpe.org.uk/page/JoinNow</p>
1.2 Increase staff confidence and knowledge in teaching PE and sport	<p>Staff Audit Training sessions related to key low-confidence areas to be put into place. use of Rachel Bown (Inclusive PE) to support inclusive PE in Resource base classes and Mainstream SEND - upskilling TA's as well as teachers</p> <p><u>costings</u></p>

Intended actions for 2024/2025

	<p>Complete PE £150 Specific training based on the outcomes of the audit - £500 Rachel Bown - ½ per week - £3000</p>
<p>1.3 Swimming training for additional staff to increase our capacity for teaching going forward</p>	<p>training sessions at the pool Fortius Education</p> <p><u>costings</u> £600 for supply for the inclusive SEND course</p>
<p>1.4 Forest school training for staff to enable well-being, increased movement and development of gross and fine motor skills</p> <p>We have extensive grounds where our children can access nature, yet we haven't the staff knowledge to exploit this safely and effectively.</p>	<p>Training session with CSL</p> <p><u>costings</u> £600 for supply to enable the TAs to complete the sessions</p>
<p>Key indicator 2: Increasing engagement of all pupils in regular physical activity and sport</p>	
<p>To ensure all children are active for 60 minutes a day, 7 days a week - at least 30 minutes of this should be within the school day</p>	<p>Playground markings Forest School training and sessions to enable more children to move more and develop gross and fine motor skills Daily Physical activity sessions linked to sensory circuits ensure an additional 10-15 minutes of activity within the school day.</p> <p><u>Costings</u> Playground marking - £3500 Physical sensory equipment - £4000 lunchtime physical club - £500 per term x 6 = £3000</p>

Intended actions for 2024/2025

Top up swimming	<p>The majority of children do not have access to swimming lessons outside of the school and therefore we need to teach them these skills.</p> <p>costings $\pounds 1.90$ per session, per child - $\pounds 1.9 \times 30 = \pounds 57 \times 7$ weeks = $\pounds 400$ $\pounds 9.00$ for the lifeguard each week $\times 7$ weeks = $\pounds 63$</p>
Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	
To raise the profile of clubs and sports that children may not be aware of.	<p>Create a celebration of sports display Create a standing newsletter item with the sports leaders Sports leadership programme sports leaders hoodies engagement with community clubs</p> <p>costings Rachel Bown to lead - $\frac{1}{2}$ per week - $\pounds 2000$ Hoodies - $\pounds 900$ Boombox - for dance leaders - $\pounds 400$ Supply for Sports ambassador training sessions - $\pounds 500$</p>
Key indicator 4: Offering a broader and more equal experience of a range of sports and physical activities to all pupils	
Offer a variety of sports through exposure to different sports clubs and competitions	<p>Highlight the Euro 2025 football - womens football Sporting visitors to bring this to life Dance Workshops Live sports</p> <p>Costings Emma Gray workshops - $\pounds 60$ per session $\times 10 = \pounds 600$</p>

Intended actions for 2024/2025

	Active rowbridge - £500 per term for clubs - £3000 Inclusive PE - £1000
Key indicator 5 : Increasing participation in competitive sport	
Participation in CSL and West Wiltshire events as well as continuing intra-school and inter-trust competitions	Time for teachers and cover requirements so that they can attend events equipment for clubs - e.g. dance costings £1000

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?

Expected impact and sustainability will be achieved

Key indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport

1.1/1.2

On children

Better PE sessions with increased skills being shown

On staff

Increased confidence and knowledge of teaching PE

Sustainability?

Subject knowledge will need to be redressed and refreshed on a rolling cycle to ensure that it is relevant and up-to-date
scheme of work will ensure consistency of teaching and quality.
Continue to have a wide variety of opportunities to improve children's cultural capital.
Continue with a successful active mile.

- Staff audits
- Lesson observations
- Pupil voice surveys
- PESSPA
- Pupil attainment
- Tracking of participation
- Increase understanding on the PE audit

1.3 and 2.2

There is an increase year on year in the number of children who can swim 25 m by the end of their time at Studley Green School
We have successfully trained 3 teachers to deliver swimming ensuring that we are able to attend all year long. Adding an additional staff member would add to the sustainability of this model.

- Swimming award data
- % of children able to swim 25m

1.4

We have extensive grounds where our children can access nature, yet we haven't the staff knowledge to exploit this safely and effectively.

- Forest school leader and teaching staff
- Children will have a greater opportunity to move and explore, more regularly
- More pupils meeting their daily physical activity goal
- More pupils are encouraged to take part in PE and sports activities.

Key indicator 2: Increasing engagement of all pupils in regular physical activity and sport

2.1

By July 2025, at least 80% of children are achieving ARE in PE
By July 2025, all children will receive opportunities to be physically activity for at least 60 minutes a day
Behaviour improvement at break and lunch.
Increased access to and involvement in physical activities at school lunchtime.

Expected impact and sustainability will be achieved

activity levels increased daily.
Positive attitudes towards health and fitness are generally seen in children.
Social and emotional well-being are more positive after physical activity.
Staff have seen more readiness to learn following physical activity, such as Daily Mile.
Pupil fitness and fundamental movement skills have developed and improved through extended provision (external data) Pupil voice survey

Sustainability
With a big investment in equipment this year these should not be a priority next year and the focus will shift

Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement - sports leaders

Children will run the games and support the participation of sports in school.
Increased access to and involvement in physical activities at school lunchtime.
increased leadership skills and resilience in UKS2 children

sustainability

Apply to School Games Mark when this becomes available.
sports leader programme model to be run 'in house' as the model is set up and they can teach each other

Increased participation
School games mark
sports leadership to be successful
Sports Ambassadors programme (run by SGO)

Key indicator 4: Offering a broader and more equal experience of a range of sports and physical activities to all pupils - clubs

Inspire a love of a range of sports
Children to engage with greater sustainability
aw up an annual timetable for staff and coaches to compliment upcoming events and to ensure there is a broad range of sports/skills being taught at lunchtimes

sports stars displays

Key indicator 5 : Increasing participation in competitive sport

Expected impact and sustainability will be achieved

Huge benefits to the children who develop competition skills but also wellbeing/cognitive and resilience skills in participating	
--	--

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Key indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport - <u>Spent – £3,365</u>	
<p><i>Spend</i> <i>£150 - online training</i> <i>£2990 – external coach (SEND specialist)</i></p> <p><u>Impact</u> <u>On children</u> Better PE sessions with increased skills being shown in the RESOURCE BASE and RECEPTION class.</p> <p><u>On staff</u> Increased confidence and knowledge of teaching PE</p> <p><u>Sustainability?</u> RB and Reception teacher have been able to use the specialist SEND PE tcoach to support in the planning and delivery of PE. The Tas have also been part of this and therefore will be able to take this forward in the coming years. This will ensure a better foundation of fundamental PE skills with SEND pupils</p>	<ul style="list-style-type: none"> • Staff audits • Pupil attainment • Tracking of participation
<p>1.3 and 2.2</p> <p><i>Spend</i> <i>£225 – SEND swimming course</i></p> <p><u>Impact</u> There is an increase year on year in the number of children who can swim 25 m by the end of their time at Studley Green School (from 28% Y2023/2024 to 42% this year).</p> <p><u>sustainability</u> We have successfully trained 3 teachers to deliver swimming and 1 specialist SEND assistant . Having the in house teachers means that we have the knowledge of the</p>	<ul style="list-style-type: none"> • Swimming award data • % of children able to swim 25m • % water safety • Children starting to be able to join club level swimming • Staff confidence and ability to teach children

Actual impact/sustainability and supporting evidence

children and their needs. It means that we can ensure progress too as it is consistent. Adding an additional staff member would add to the sustainability of this model.

Key indicator 2: Increasing engagement of all pupils in regular physical activity and sport

spend – £6540.28 (playground markings, sensory circuits room, dance/football club at lunchtimes run by young leaders)

Impact

- children receive opportunities to be physically activity for at least 60 minutes a day – 45 through playtime/lunchtime activity and then additional time is through walks/PE sessions etc..
- Behaviour improvement at break and lunch.
- Increased access to and involvement in physical activities at school lunchtime. activity levels increased daily.
- Social and emotional well-being are more positive after physical activity.
- Pupil fitness and fundamental movement skills have developed and improved through extended provision

Sustainability

With a big investment in equipment this year these should not be a priority next year and the focus will shift

Evidence

- Super movers groups
- Sensory circuits room well used – children are much calmer and ready to learn after sessions – Sensory tracker.
- Attendance at the dance and football club has been high and consistent. The children love this!
- Positive attitudes towards health and fitness are generally seen in children.

Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement - sports leaders

Spend – T-shirts - £245, Rachel time to support the leadership programme (part of external coaches fees)

impact

- Children run the games and support the participation of sports in school.
- Increased access to and involvement in physical activities at school lunchtime.
- increased leadership skills and resilience in UKS2 children

- Increased participation
- School games mark
- sports leadership is successful – will continue with more peer to peer opportunities next year.
- Sports Ambassadors programme (run by SGO)
- Pupil voice
- Notes from external coach regarding the programmes.

Actual impact/sustainability and supporting evidence

sustainability

- Apply to School Games Mark when this becomes available.
- sports leader programme model to be run 'in house' as the model is set up and they can teach each other

Key indicator 4: Offering a broader and more equal experience of a range of sports and physical activities to all pupils - clubs

Spend - £5278.00

Impact

- Inspire a love of a range of sports – this is especially true of dance
- Children to engage with greater number of clubs and sports

sustainability

- draw up an annual timetable for staff and coaches to compliment upcoming events and to ensure there is a broad range of sports/skills being taught at lunchtimes.

sports stars displays
wide range of clubs offered – dance, gymnastics, cheerleading netball, athletics, football, dodgeball etc..
attendance registers

Key indicator 5 : Increasing participation in competitive sport –

Spend £1879.28

Impact

- Greater number of festivals taken part in: tri-golf, swimming, netball, tag rugby, new age kurling, boccia
- Huge benefits to the children who develop competition skills but also wellbeing/cognitive and resilience skills in participating
- Greater number of children participating

- School games award
- Inclusive health check
- Promotion of festivals has been good
- Childrens voice at and after events
- Some children are taking the sport further after the events

Actual impact/sustainability and supporting evidence

--	--