

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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- 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?
<ul style="list-style-type: none"> A wide variety of after-school clubs were offered, leading to increased pupil engagement in physical activity. The Paralympic Sports Experience (Wheelchair Basketball) provided all pupils with exposure to inclusive sport and raised awareness of diversity in PE. The school benefited from its membership in the Mansfield Primary School Sport Partnership (MPSSP), which gave pupils access to competitions and staff access to CPD. Curriculum resources from Complete PE and Real PE enhanced teaching quality by giving staff structured plans and assessment tools. PE staff wore branded kit, improving professionalism and raising the profile of PE across the school. New sporting equipment allowed staff to deliver higher-quality PE lessons and gave pupils access to a broad range of sports. Sports Day, intra-sports events, and the display of trophies helped promote a sense of pride and increased the visibility of PE in school life. 	<ul style="list-style-type: none"> Increased pupil participation was observed in after-school sports clubs and daily physical activity levels. Pupil and parent feedback indicated high enjoyment and interest, especially following the Wheelchair Basketball experience. Staff reported increased confidence and structure in PE teaching due to access to curriculum resources and training through MPSSP. Pupils participated in more inter- and intra-school competitions, and a group of children were trained as sports leaders. Visual presence of PE trophies and staff kit generated regular conversations and recognition of sport's importance in school. Teachers and TAs consistently used the new equipment, enabling varied, engaging lessons. 	<ul style="list-style-type: none"> Not all pupils consistently attended after-school sports clubs, despite options being available. Some staff needed more time to fully embed and feel confident using the new curriculum resources. The diversity of sports, while improved, still had room to grow (e.g., more non-traditional or cultural sports). Staff time for training and attending competitions was occasionally limited due to wider school commitments. 	<ul style="list-style-type: none"> Club attendance registers showed variability in uptake across terms. Informal staff feedback highlighted the need for more familiarization time with new resources like Real PE. Although feedback on experiences like Wheelchair Basketball was positive, pupil voice indicated interest in trying additional unique sports (e.g., fencing, archery). Some planned staff CPD sessions or events clashed with other school obligations, reducing consistency in attendance.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • Embed Real PE across the school to improve the quality and consistency of PE teaching. • Enhance staff confidence and skill through CPD, including a twilight session and in-school coaching. • Support leadership development by enrolling the PE Co-Ordinator and school sports coach in a Level 5 qualification. • Broaden pupil experiences through unique extracurricular sports (e.g. archery, disco dodgeball, disability-inclusive sports). • Promote inclusive sport through events for SEND, Pupil Premium, and single-sex groups. • Purchase new PE and sports equipment for curriculum delivery, sensory interventions, and intra-school competition. • Provide all pupils with a positive experience of Sports Day by awarding participation medals. • Maintain School Games Organiser (SGO) membership to access festivals, training, and competitions. • Use transport funding to remove barriers to participation in events. • Develop teacher capacity and confidence through external CPD (e.g., Royal Ballet workshop for dance provision). 	<ul style="list-style-type: none"> • Deliver a Real PE twilight session and ongoing in-class support via a specialist coach, including co-teaching, modelling, and assessment training. • Fund and release the PE Co-Ordinator and coach to complete a year-long Level 5 course in Primary PE Education. • Organise enrichment days with external coaches to deliver non-traditional sports to all year groups. • Purchase a wide range of specialist equipment, including items for sensory circuits and inclusive interventions. • Host a whole-school Sports Day, with secondary school involvement and medals for every child. • Cover transport costs for pupils to attend competitions and wellness events. • Engage with the Mansfield SGO to book onto a calendar of events and access training in leadership and first aid. • Fund Real PE membership to give all staff access to online training, planning, teaching resources, and assessment tools. • Send a staff member on a Royal Ballet CPD course to strengthen delivery of dance, particularly with Year 3 children.

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?
<ul style="list-style-type: none"> • Improved teaching quality and consistency in PE through the use of Real PE and skilled staff. • Increased staff confidence, especially for non-specialists, leading to higher quality PE lessons. • Better long-term leadership capacity through accredited training for the PE lead and coach. • Greater pupil engagement, particularly from those who are less active or typically underrepresented in sport. • Inclusive sport provision with accessible opportunities for SEND, PP, and girls through targeted festivals and in-school events. • Improved physical literacy and coordination in targeted pupils through intervention equipment (e.g., sensory circuits). • Lasting positive memories and a stronger school culture around physical activity via whole-school events like Sports Day. • Continued participation in external festivals, competitions, and CPD through SGO membership. • Online training and planning tools through Real PE will ensure sustainability and staff development beyond 2024/25. 	<ul style="list-style-type: none"> • Monitoring of PE lessons through learning walks, pupil voice, and planning scrutiny. • Staff feedback and confidence surveys before/after CPD and Real PE training. • Accreditation and certification for Level 5 course participants. • Attendance records for clubs, festivals, and events — disaggregated by group (e.g. SEND, girls, PP). • Photos, videos, and feedback from events (e.g., Sports Day, Royal Ballet sessions, disability sports days). • Equipment audits and records of use in curriculum and interventions. • Tracking of intra-school competitions and participation rates. • Access logs and use of Real PE platform by staff.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Staff confidence has significantly improved, with more teachers independently using Real PE planning, delivering high-quality lessons, and completing pupil assessments. • PE lessons are now more inclusive and well-structured, as shown through lesson monitoring and pupil voice feedback. • Pupils show increased engagement and enjoyment, particularly in targeted groups such as girls, SEND pupils, and Pupil Premium children, due to tailored events and accessible enrichment activities. • Intra-school competitions are now a regular part of the school calendar, supported by well-trained pupil sports leaders. • The PE lead and school coach have started to embed knowledge from the Level 5 qualification, supporting staff and leading PE improvement across the school. • We achieved Gold in the School Games Mark Accreditation, reflecting our broad and inclusive offer, increased participation, and strong leadership in sport. • Pupils experienced success and increased motivation through competitive achievements, including: <ul style="list-style-type: none"> • Runners-up in the local football league • 1st place in the KS1 Trust Sports Event, competing against many schools from across the trust. 	<ul style="list-style-type: none"> • CPD records, including attendance at Real PE training and the Level 5 qualification. • Real PE platform usage logs and assessment completion. • Lesson observation notes, teacher feedback forms, and planning audits. • Participation registers for clubs, enrichment sessions, and competitions, disaggregated by pupil groups (e.g. SEND, girls, PP). • Certificates and official notification of School Games Mark Gold Award. • League tables, results documentation, and certificates/trophies from the football league and KS1 Trust Sports event. • Pupil voice surveys showing positive responses to new sports, competition involvement, and PE delivery. • Photo and video evidence from sports events, enrichment days, and Sports Day.