

# 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?
<ol style="list-style-type: none"> <li>1. Training Play Leaders</li> <li>2. Forest School / Outdoor Active Education</li> <li>3. Year 3 &amp; 4 Residential / Mr H outdoor experiences</li> </ol>	<ol style="list-style-type: none"> <li>1. More purposeful physical activity during break times seen across the school with participation from the least active children</li> <li>2. Excellent feedback from all children. Additional activities for least active children</li> <li>3. Opportunity for ALL children (with emphasis on least active) to experience a range of physical activities they wouldn't normally access e.g. climbing, high ropes. Abseiling etc</li> </ol>	<ol style="list-style-type: none"> <li>1. Inter-school competitions</li> </ol>	<ol style="list-style-type: none"> <li>1. These did not occur as often as we had planned because we were unable to secure the necessary staff cover.</li> </ol>

## Intended actions for 2024/25

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. Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>2. Increasing engagement of all pupils in regular physical activity and sport</li> <li>3. Raising the profile of PE and sport across the school, to support whole school improvement</li> <li>4. Offering 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 PE Long Term Plan / scheme. Release time /supply for KF:               <ul style="list-style-type: none"> <li>• Time for KF to write LTP</li> <li>• Time for KF to attend meetings</li> <li>• Time for KF to re-organise resources (PE cupboard/sheds etc)</li> <li>• Sports coaching (Mick)</li> <li>• PE Assessments by LA</li> </ul> </li> <li>2. To include:               <ul style="list-style-type: none"> <li>• SLA(s) - Playground checks, PE, hall checks</li> <li>• PE Coaching</li> <li>• PE equipment checks/disposal of condemned items, replacements</li> <li>• EYFS physical dev resources (Write Dance, outdoor equipment)</li> </ul> </li> <li>3. To include               <ul style="list-style-type: none"> <li>• Playground shed (storage)</li> <li>• Playground equipment</li> <li>• PE Week activities including coaching</li> </ul> </li> <li>4. To include:               <ul style="list-style-type: none"> <li>• Play Leaders - training/time/high viz/badges etc (focus on least active)</li> <li>• RH - refereeing at lunchtimes</li> <li>• Hannah - active play</li> <li>•</li> </ul> </li> <li>5. To include:               <ul style="list-style-type: none"> <li>• Travel to events</li> <li>• Attendance at events</li> <li>• Cancer Run attendance for staff &amp; PP</li> </ul> </li> </ol>

## Expected impact and sustainability will be achieved – Sept 2024

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ol style="list-style-type: none"> <li>1. Improvement in the overall quality of the teaching of PE</li> <li>2. Development of transferrable life and social skills such as respect, fairness and resilience</li> <li>3. Increase the impact PE and sport have on other school priorities, values and ethos</li> <li>4. Use the role of PE and sport as a vehicle to engage and raise achievement in other subjects</li> <li>5. Use PE and sports to create opportunities to learn and maximise social development</li> <li>6. Use PE and sport improve pupil engagement and wellbeing</li> </ol>	<ol style="list-style-type: none"> <li>1. How to prove this?               <ul style="list-style-type: none"> <li>• Evaluation of lessons by PE Leader?</li> <li>• Is the school offering a wide range of sports and physical activities to pupils?</li> <li>• Do pupils take part in 30 to 60 minutes of moderate-to-vigorous intensity physical activity each day?</li> </ul> </li> <li>2. How to prove this               <ul style="list-style-type: none"> <li>• Reports from events</li> <li>• Governor visits</li> <li>• SIAMS report</li> <li>• Ofsted report</li> <li>• What is the school doing to encourage all pupils to take part in competitive sport?</li> <li>• Do all pupils leaving the school meet the minimum national curriculum requirements for swimming?</li> </ul> </li> <li>3. How to prove this               <ul style="list-style-type: none"> <li>• Worship &amp; Celebration Worship</li> <li>• Social Media</li> </ul> </li> <li>4. How to prove this               <ul style="list-style-type: none"> <li>• LTP and overlap to other curriculum subjects, particularly for least active and lowest 20%</li> </ul> </li> <li>5. How to prove this               <ul style="list-style-type: none"> <li>• Is the school offering a wide range of sports and physical activities to pupils?</li> </ul> </li> <li>6. How to prove this               <ul style="list-style-type: none"> <li>• Use PE to provide opportunities for Outdoor &amp; Adventurous Activities (mapped on LTP)</li> <li>• SEMH sports activities</li> </ul> </li> </ol>

## Actual impact/sustainability and supporting evidence – July 2025

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
1. Improvement in the overall quality of the teaching of PE	<ul style="list-style-type: none"><li>• We have made effective use of the PE lead and external sports coaches to support teacher development through structured CPD, lesson modelling, team teaching and observation with feedback.</li><li>• Staff meetings include dedicated time to keep all staff informed and confident in delivering PE, sport and physical activity. This approach encourages greater staff involvement in extracurricular activities and participation in school sport competitions.</li><li>• We have trained and engaged a wider range of school staff in the delivery of school sport and physical activity.</li><li>• Staff have been supported to undertake targeted professional qualifications aligned with their interests, enabling them to confidently lead and supervise after-school activities.</li><li>• We have utilised online digital platforms to track and measure PE attainment, while also providing access to high-quality CPD courses for staff development.</li><li>• The new PE curriculum is well embedded across all staff, ensuring consistency in delivery.<ul style="list-style-type: none"><li>• Children are continuously assessed to support progression and the development of fundamental movement skills.</li></ul></li></ul>

## Actual impact/sustainability and supporting evidence – July 2025

2. Development of transferrable life and social skills such as respect, fairness and resilience

- **Metro passes** are provided to support access to activities and enhance life skills development and work towards independent travel for sports participation.
- A **wide range of physical activities**—including dance, golf, and more—are offered to ensure all pupils are engaged, with targeted efforts to involve the least active.
- **Inclusive team games** promote essential social skills, teamwork, and good sportsmanship among all pupils.
- **Lunchtime football** sessions are specifically designed to engage the least active and disadvantaged children, encouraging regular participation in physical activity.
- **Gosforth Gets Going**, a Trust-wide initiative, promotes competitive sport and helps develop resilience, teamwork, and a growth mindset.
- Participation in events like the **Children's Cancer Run** fosters community spirit and physical endurance.
- The **Daily Mile** is embedded as a regular active break, promoting physical fitness and improved concentration.
- A variety of **after-school clubs**—including athletics, rugby, football, and multi-skills—provide additional opportunities for pupils to be active and explore different sports.
- Children are given regular opportunities to learn and practice the skills required to participate confidently in PE lessons and competitions. These dedicated skill workshops have effectively developed pupils' resilience, confidence, and teamwork abilities.

## Actual impact/sustainability and supporting evidence – July 2025

3. Increase the impact PE and sport have on other school priorities, values and ethos

### **Celebrating Sport, Achievement, and Participation**

We are committed to recognising and celebrating all aspects of physical activity, both within and beyond the school environment. Our current initiatives include:

- **Celebration Worship:**  
Regular worship to highlight and celebrate pupils' participation in competitive sports events, including those organised through the **GST (Gosforth Schools Trust)** network, fostering school pride and sportsmanship.
- **Recognition of achievements beyond school:**  
We also take time during worship to recognise and celebrate children's sporting achievements outside of school—whether in local clubs, dance competitions, martial arts or other personal accomplishments. This promotes a sense of value, encouragement, and whole-child development.
- **Children's Cancer Run participation:**  
Pupils are given the opportunity to take part in community events such as the NE **Children's Cancer Run**, reinforcing the importance of physical activity for charitable causes, personal challenge and teamwork. This is supported by staff participation and training sessions prior to the event.
- **Swimming for Year 4:**  
Our **Year 4 pupils** attend weekly swimming lessons, in line with the national curriculum. This not only supports the development of essential life skills but also contributes to children's confidence and water safety knowledge.
- **Social Media Highlights:**  
We use our school's **social media platforms** to share and celebrate pupil achievements, school sport events, and physical activity highlights—strengthening the link between home and school while showcasing the positive impact of PE and sport.



## Actual impact/sustainability and supporting evidence – July 2025

4. Use the role of PE and sport as a vehicle to engage and raise achievement in other subjects

- **Pupil Voice and Physical Activity Awareness**

We have actively sought pupil voice to better understand the types of physical activities children enjoy and to explore their views on the importance of physical activity. This has included:

- surveys and focus groups with pupils.
- encouraging discussions during class time and school council meetings.
- creating opportunities for pupils to contribute to the planning of PE lessons and extracurricular clubs.

- Through this, we have developed a deeper understanding of how pupils perceive physical activity and its role in their lives.

- **Linking Physical Activity to Health and Wellbeing in RSHE/PSHE Curriculum**

We have strengthened the connection between physical activity and overall wellbeing by embedding key messages across the Relationships, Sex and Health Education (RSHE) and Personal, Social, Health and Economic Education (PSHE) curriculum. This has included:

- Teaching the physical and mental health benefits of regular exercise.
- Exploring topics such as self-esteem, resilience, and emotional regulation, highlighting how physical activity can support these areas.
- Integrating real-life scenarios and pupil-led projects to reinforce the importance of an active lifestyle as part of a healthy, balanced life.

## Actual impact/sustainability and supporting evidence – July 2025

5. Use PE and sports to create opportunities to learn and maximise social development	<ul style="list-style-type: none"><li>• We have mapped local opportunities for sports and physical activities and regularly update children and families in Worship and via newsletters, social media and the school website.</li><li>• We work with local providers to offer free on-site taster activities</li></ul>
6. Use PE and sport to improve pupil engagement and wellbeing	<ul style="list-style-type: none"><li>• In addition to the two hours of timetabled Physical Education each week, teachers are encouraged to incorporate active breaks throughout the school day. These may include activities such as “a mile a day,” class skipping challenges, or short bursts of physical activity designed to give pupils a mental break and help improve focus in the classroom.</li><li>• Staff plan and deliver engaging sessions, covering topics such as healthy bodies and healthy minds. These sessions are offered to all pupils and their families to promote physical activity and support positive mental wellbeing both in and out of school.</li></ul>