

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?
<p>Overview As part of our continued commitment to improving the quality of physical education (PE) across the school, we engaged an external SAQ (Speed, Agility, and Quickness) and Table Tennis coach to work alongside staff. The aim of this initiative was to provide high-quality Continuing Professional Development (CPD), enhance teachers' understanding of physical literacy, and build confidence in the delivery of PE lessons.</p> <p>CPD Delivery Throughout the term, the external coach delivered weekly sessions focusing on SAQ principles and Table Tennis-specific skills. These sessions were structured to not only engage pupils but also to serve as live training for staff. Teachers observed, assisted, and gradually led parts of the sessions under the guidance of the coach.</p>	<p>Impact on teachers</p> <ul style="list-style-type: none"> • Increased Confidence: Teachers reported feeling significantly more confident in delivering SAQ-based activities and teaching PE, particularly those with less prior experience in sport-specific instruction. • Improved Subject Knowledge: Staff developed a better understanding of how to teach fundamental movement skills, spatial awareness, reaction time, and sport-specific techniques. • Enhanced Lesson Quality: PE lessons have become more structured, engaging, and inclusive, with a clear focus on skill progression and active participation. • Cross-Curricular Links: Teachers have noted improved pupil focus and resilience, linking physical 	<p>Children participating in physical education brain breaks at the end or midway through a lesson.</p>	<p>Through pupil voice. Pupils, especially in the upper years have all said that they participated in no brain breaks during the year.</p>

Review of last year 2023/25

<p>Key CPD elements included:</p> <ul style="list-style-type: none"> • Modelling effective warm-ups and skill progression activities • Breaking down complex physical movements to support physical literacy • Demonstrating differentiation strategies to include all pupils • Using feedback and assessment tools during PE lessons • Highlighting links between SAQ activities and wider curriculum outcomes (e.g., teamwork, focus, perseverance) • inclusive, with a clear focus on skill progression and active participation. • Cross-Curricular Links: Teachers have noted improved pupil focus and resilience, linking physical activity to broader Lasting Legacy 	<p>activity to broader learning behaviours.</p> <p>Pupil Outcomes Although the primary focus was teacher development, pupils also benefited from high-quality coaching. They engaged in dynamic, challenging sessions that improved their coordination, balance, and reaction skills. Enjoyment and participation in PE also increased.</p> <p>Lasting Legacy</p> <ul style="list-style-type: none"> • Teachers now feel more equipped to independently deliver high-impact SAQ and table tennis lessons. • A bank of resources and planning tools shared by the coach is now available for ongoing staff use. • The school has invested in new table tennis equipment and SAQ resources to maintain continuity and pupil access. • There is now a sustainable model in place for peer support and knowledge-sharing among staff. <p>Conclusion The input of the external SAQ/Table</p>		
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Review of last year 2023/26

	<p>Tennis coach has had a significant and lasting impact on the quality of physical education in our school. By focusing on upskilling staff through embedded CPD, we have ensured that improvements in teaching practice will continue well beyond the duration of the coaching programme.</p>		
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Intended actions for 2024/27

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>The core intent for Physical Education this academic year is to enhance the overall quality of PE provision by improving teacher confidence, knowledge, and ability to deliver high-quality lessons across all areas of the PE curriculum. To support this, an experienced external PE coach will be employed to work alongside class teachers on a weekly basis. The objective is to embed consistent CPD (Continuing Professional Development) through practical, in-lesson coaching to upskill staff and improve pupil outcomes.</p> <ol style="list-style-type: none"> 1. Teachers to team teach and teach lessons supported by sport's specialist. Meets Key Indicator 1. 2. Develop a Programme of team teaching linked to staff questionnaire results. Meets key indicators 3. Use staff questionnaire conducted in July 2024 to tailor PE lessons to staff CPD. Meets Key Indicator 1. 4. Continue with using pupil voice to dictate after school clubs and continue with high participation. Meets Key Indicator 2, 3 & 4. 5. Continue with purchasing of equipment, taking pupil voice into account. Meets Key Indicator 1,2 & 4. 	<p>By employing an experienced coach to work alongside class teachers and the PE lead in delivering high quality PE lessons that follows the PE curriculum. Regular monitoring of lessons and providing positive feedback on areas of development.</p> <ol style="list-style-type: none"> A. Teachers to observe Sport's Specialist teaching PE to improve their CPD and knowledge on how to teach areas of PE. B. Teachers to team teach with Sport's Specialist getting advice and feedback on their teaching skills to further improve knowledge. <ol style="list-style-type: none"> A. Conduct pupil voice surveys (e.g. What do you like/dislike? What's missing?) B. Create structured games schedule (e.g. different zones for ball play, skipping, challenges) C. Continue Sports Ambassadors to help with lunchtime activities. D. Buy Equipment and new Trolleys to put equipment away and offer independence of getting equipment in and out. <ol style="list-style-type: none"> A. Maintain after-school coaching slots by external coaches/teachers/TAs B. Equal access to fixtures for those interested C. Celebrate all fixtures, not just wins <ol style="list-style-type: none"> A. Keep active links with School Games organisers and local sports partnerships

Intended actions for 2024/28

13. Continue to attend competitions for both genders to promote sport for all and competing. Meets Key Indicator 5.

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?
<p>Intended Impact</p> <p>The intended impact of this initiative included:</p> <ul style="list-style-type: none"> • Improved teacher confidence in delivering all strands of the PE curriculum, including dance, gymnastics, invasion games, athletics, striking and fielding, and OAA (Outdoor Adventurous Activities). • Upskilling of staff through collaborative planning, modelling, and feedback from the external coach. • Enhanced lesson quality, ensuring progressive skill development, increased engagement, and inclusive practice. • Increased pupil progress in fundamental movement skills, teamwork, and sport-specific techniques as a result of better teaching. • Positive changes in pupil attitude towards PE through more structured, challenging, and enjoyable lessons. <p>Sustainability</p> <p>To ensure long-term impact and sustainability beyond the coaching period, several strategies were embedded:</p> <ul style="list-style-type: none"> • Team teaching model: Teachers worked directly alongside the external coach, enabling them to apply techniques immediately and gain real-time feedback. 	<p>Evidence to Support Impact</p> <p>Evidence gathered throughout the year indicates strong progress towards the stated aims:</p> <ul style="list-style-type: none"> • Staff feedback surveys showed that 92% of teachers feel more confident in delivering a wider range of PE lessons compared to the start of the year. • Lesson observations by the PE lead showed significant improvement in lesson structure, pupil engagement, and differentiation. • Pupil voice interviews revealed that children found PE more enjoyable and felt they were improving in skills they previously found challenging. • CPD records indicate each teacher has received over 20 hours of in-lesson support tailored to their individual needs. • Increased participation in after-school sport suggests that pupil attitudes and interest in physical activity have grown as a result of improved in-lesson experiences.

Expected impact and sustainability will be achieved

- **Resource sharing:** The external coach provided planning documents, unit overviews, and skill progression frameworks that now form part of the school's PE planning library.
- **Peer support:** Staff are now more confident and are sharing best practices across year groups and key stages.
- **Equipment investment:** In line with the training focus, appropriate equipment was purchased to ensure that lessons can be replicated independently going forward.
- **Ongoing review:** The subject lead has scheduled peer observations and pupil voice interviews to monitor the continued impact of staff CPD and teaching quality.

Conclusion

Employing an external PE coach has been a highly effective strategy to build staff capacity and confidence. The school is now better placed to deliver high-quality PE across all areas of the curriculum, ensuring that improvements are sustainable and continue to positively impact both staff and pupils in the long term.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?

As above

As above