

# 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>1. <b>KP1 &amp; 2</b> Ensure children have access to a broad range of activities to develop their skills therefore raising the profile of sports across school.</p> <p>2. <b>KP2</b> Promote team ethos and pride when attending sporting events matching to wear when attending events.</p> <p>3. <b>KP2 &amp; 3</b> NFL Costings to promote this throughout school, especially in UKS2, providing training and ability to attend finals.</p> <p>4. <b>KP1/2/3</b> Enhance whole school confidence and competence in the PE curriculum by equipping staff with the correct CPD to enable them to plan and deliver specific lessons to achieve physical literacy and successful engagement in festivals and competitions.</p> <p>5. <b>KP3/4</b> High quality sequenced Get Set 4 PE curriculum purchased.</p> <p>6. <b>KP</b> Ensure appropriate equipment is purchased in order to teach high quality PE, and Get Set curriculum can be accessed.</p>	<p>1. School PE curriculum map and planning/assessment documents throughout the year shows a broad range of units and skills taught from FS1 – Y6</p> <p>2. School continue to attend, and show success, at various events throughout Sheffield and throughout the year from FS1 – Y6. Platinum School Games Award acknowledges this commitment.</p> <p>3. Strong uptake in NFL competition in Y5 and progressing to Sheffield finals</p> <p>4. PE deep dive June 2025, undertaken with Arches School Games Partnership, shows good PE teaching throughout school with staff confidence high and successful engagement from all children.</p> <p>5. Get Set 4 PE continues to be fit for purpose in providing a well-sequenced curriculum across FS1-Y6, as evidenced in PE deep dive – June 2025.</p> <p>6. Equipment used in lessons enable high quality teaching – as evidenced in the deep dive June 2025.</p>	<p>1. Providing staffing for some competitions continues to be a barrier to attend more events, for example some events require two members of staff for 6 children to participate. Travel costs also add to this.</p> <p>2. N/A</p> <p>3. Sustainability factor in ensuring staff are well trained in the NFL curriculum and continue to attend the competitions</p> <p>4. Continuing monitoring will ensure the sustainability in the consistency in high quality PE.</p> <p>5. N/A</p> <p>6. Continual replenishment of equipment will need to be addressed throughout school, especially as our curriculum is very broad and therefore key equipment plus specialized equipment will need purchasing and replenishing as they are used well throughout school.</p>	<p>1. School have not been able to attend all events offered by Arches due to staffing and transport costs – however this is always considered and events are attended where possible</p> <p>2. N/A</p> <p>3. Staff team in Y5/6 continues to be consistent, however Y5/6 teaching staff are the only staff in school to be trained in NFL, this could be disseminated throughout the next academic year.</p> <p>4. Monitoring through deep dives show the continued high quality curriculum, however this needs to be sustained in order to keep the focus on PE throughout school.</p> <p>5. N/A</p> <p>6. Staff voice reveals frustration when PE equipment is not readily available or factors in the needs of full class sizes, e.g. needing ideally 1:2 in equipment, meaning 15-30 footballs, bean bags etc.</p>

## 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. Continue to engage with Get Set 4 PE curriculum, working on precision within lessons and ensuring each lesson has clear learning outcomes and success criteria to enable all children to succeed, including those with SEN and extending the skills of those children who have a particular talent in PE and activity</li> <li>2. Impact the teaching of PE by sharing good practice throughout school, look at how this can be achieved through incremental coaching to encourage experienced staff to share expertise with others and work on key skills</li> <li>3. Ensure events are attended by all by breaking down barriers for those attending, this will focus on engagement of children from FS1 to Y6. Core offer to children which will include all children will include FS1-FS2 – Bike ability, Y1-2 Active Archie event, Y3-4 Dance Festival and Ice skating opportunity and Y5-6 Partnership Games and NFL.</li> <li>4. Complete a full PE equipment audit to ensure equipment needed for high quality lessons is easily accessible to enable quick set up and enhance engagement of all learners due to ratio of equipment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Purchase Get Set 4 PE, evaluate the PE map in terms of implementing, with weather and equipment in mind. Share feedback from deep dive and discuss steps forward with continual focus on precision in teaching, with success criteria clear to ensure all children are meeting the learning outcome of each lesson.</li> <li>2. Use of staff training sessions to implement incremental coaching throughout school, unpicking coaching pairs and times throughout the year where teachers can observe each other. Potentially involving a wider staff team in the next PE deep dive 2025-2026.</li> <li>3. Continue to work with school business manager around funding for events and subsidised visits to ensure all children can attend and engage, prioritizing those sports events that are local to ensure transport costs and costs to parents is minimal.</li> <li>4. Staff meeting time used to audit equipment, evaluate Get Set 4 PE units and look at what each phase will need to the academic year. Plan the curriculum map around sharing certain equipment, e.g. football nets, which would not be available as a class set for each phase.</li> </ol>

## 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?
<ol style="list-style-type: none"> <li>1. Although the cost for the Get Set 4 PE is an annual cost, the sustainability of the CPD behind the plans continues year on year.</li> <li>2. Sharing good practice throughout the year will add to the teachers' toolkit across the school.</li> <li>3. Impact of attending events will promote PE across school, ensure all children are successful in attending events/festivals/competitions which will open up new opportunities, allow children to experience sports for the first time and develop key skills.</li> <li>4. Complete a full PE equipment audit to ensure equipment needed for high quality lessons is easily accessible to enable quick set up and enhance engagement of all learners due to ratio of equipment.</li> </ol>	<ol style="list-style-type: none"> <li>1. PE Deep Dive with Arches Partnership Games – June 2025</li> <li>2. Staff training opportunities throughout the year to share staff voice, auditing confidence and offer training around curriculum mapping</li> <li>3. Lesson observations will show well-equipped lessons which are quick and easy to set up and enable engagement of all learners</li> <li>4. Pupil voice will be captured to ascertain if the promotion of PE is strong enough throughout school from KS1 – KS2 and pupil's view on sport and physical activity</li> <li>5. Monitoring the engagement of children in the selected 'core' group offer of events throughout school, take up in afterschool clubs and bespoke sporting opportunities across school throughout the year</li> </ol>



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ol style="list-style-type: none"> <li>1. Sustainability of the CPD behind the Get Set 4 PE platform continues year on year.</li> <li>2. Sharing good practice throughout the year will add to the teachers' toolkit across the school.</li> <li>3. Impact of attending events will promote PE across school, ensure all children are successful in attending events/festivals/competitions which will open up new opportunities, allow children to experience sports for the first time and develop key skills.</li> <li>4. Complete a full PE equipment audit to ensure equipment needed for high quality lessons is easily accessible to enable quick set up and enhance engagement of all learners due to ratio of equipment.</li> </ol>	<ol style="list-style-type: none"> <li>1. All staff are confident in using the Get Set 4 PE platform, they are competent at utilizing this to ensure PE lessons are well-sequenced and promote progression throughout school and throughout lessons/units. This was documented in the PE deep dive in June 2025.</li> <li>2. Good practice shared – predominately with ECT in Y1 and in Y5/6 using the 'passport to learning' initiative. ECT to continue in 2<sup>nd</sup> year next year to access staff training opportunities using teacher partnerships.</li> <li>3. ALL children attended their year group key offer, with exception out of school/family control e.g. illness, this includes:             <ol style="list-style-type: none"> <li>a. FS1-Y1 – Bikeability</li> <li>b. Y2 – Active Archie Event</li> <li>c. Y3/4 – Ice skating opportunity</li> <li>d. Y4 – Dance Festival</li> <li>e. Y5 – NFL and SUFC programme</li> <li>f. Y6 – Partnership Games</li> </ol> </li> <li>4. Equipment audit done within year groups – lots of equipment needing to be replenished and replaced – including equipment for unstructured times to promote physical activity in break and lunch times.</li> </ol>