

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?
<ul style="list-style-type: none"> • More girls engaged in competitive sport. • Staff gaining in knowledge and skills in gymnastics • Excellent return in competitive fixtures and results that has expanded from the gold standard curriculum. • Sporting extra-curricular activities – Football, Tag-Rugby, Cross Country, Netball, Athletics • Implementation of sport leaders organizing and running sporting activities at dinner times. To utilise the 30-60 minutes of physical activity each day. • All pupils have the opportunity to experience competitive sport through the school games calendar and lessons. • Working alongside Chance To Shine Cricket and County level competitions. 	<ul style="list-style-type: none"> • Achievement of the Platinum Sports Award – with a focus on engagement of girls in sport. Case study with parent reviews and pupil experience. • Feedback from staff and lesson looks demonstrated that teachers felt more confident in the teaching of the skills and were able to utilise this knowledge to develop all learners knowledge and skills. • Increase in sporting accolades and GDS pupils been selected from higher level sports. • Whole school approach to sport and the parent testimonies supported the impact of games calendar and competitive sport. 	<p>EYFS pupils physical development (GLD) at the end of Reception.</p>	<p>84.8% – park Hall 83.3% - Physical development at the end of Reception (GLD)</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"> 1. To increase the confidence, knowledge and skills of teachers and support staff in delivering high-quality physical education and structured physical activity. 2. To increase the number of pupils reaching a good level of development in writing throughout the provision of high quality continuous provision in both indoor and outdoor learning environment. 3. To provide pupils with varied opportunities to develop skills, teamwork, and a love of sport beyond the curriculum. 4. To ensure all pupils, regardless of ability, can experience the benefits of physical activity, teamwork, and school competitions. 	<p>Staff CPD</p> <p>The focus = staff CPD</p> <p>The purpose = improving staff competence and confidence.</p> <p>The impact on pupils = better physical development and sustained engagement in activity.</p> <p>Writing (Continuous Provision)</p> <p>Focus: Strengthen indoor and outdoor continuous provision to embed purposeful early writing opportunities.</p> <p>Purpose: Equip staff to design engaging, child-led activities that build fine motor skills and early literacy.</p> <p>Impact: Pupils develop confidence, stamina, and secure early writing skills, leading to more achieving a good level of development in writing.</p> <p>Extra-Curricular Activities</p> <ul style="list-style-type: none"> ● Focus: Expand the range of extra-curricular sports and physical activity clubs. ● Purpose: Provide pupils with varied opportunities to develop skills, teamwork, and a love of sport beyond the curriculum. ● Impact: Increased pupil participation, improved physical fitness, and greater engagement in healthy, active lifestyles. <p>SEN/PP Participation in School Games</p> <ul style="list-style-type: none"> ● Focus: Provide targeted opportunities for SEN pupils to take part in inclusive competitive and recreational events (e.g., Sport4All, Change4Life Festival). ● Purpose: Ensure all pupils, regardless of ability, can experience the benefits of physical activity, teamwork, and school competitions. ● Impact: SEN pupils develop confidence, social skills, and a sense of achievement, leading to increased engagement and enjoyment in physical activity.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?

PE CPD (Physical Development)

- **Expected Impact:**
 - Teachers and support staff deliver higher-quality, progressive PE lessons.
 - Pupils engage in more sustained and purposeful physical activity, improving coordination, fitness, and physical literacy.
 - Inclusive practice ensures all pupils, including less active or less confident children, are engaged.
- **Sustainability:**
 - Staff retain skills and confidence to deliver PE independently in future years.
 - Resources, lesson plans, and peer-to-peer coaching structures remain in school for ongoing use.
 - Embedding active learning into daily routines supports long-term healthy habits for pupils.

Writing (Continuous Provision)

- **Expected Impact:**
 - Pupils have increased opportunities for meaningful mark-making and writing across indoor and outdoor settings.
 - Early literacy, fine motor skills, and writing stamina improve, leading to more achieving a good level of development.
 - Children demonstrate greater engagement and creativity in writing activities.
- **Sustainability:**
 - Staff retain expertise in designing and facilitating high-quality continuous provision.
 - Resources and indoor/outdoor setups are embedded, supporting ongoing literacy development.
 - Positive learning routines and environments continue to benefit future cohorts.

Extra-Curricular Activities (Tag Rugby, Cricket, Cross Country)

- **Expected Impact:**
 - More pupils participate in extra-curricular sports, improving physical fitness and sport-specific skills.
 - Pupils develop teamwork, resilience, and enjoyment in sport.
 - Increased engagement of less active pupils in structured physical activity.
- **Sustainability:**
 - Clubs become embedded in school culture and timetabling.
 - Staff and pupil leaders gain skills to run clubs independently in future years.
 - Establishing a wider sporting offer encourages ongoing participation and talent development

SEN Participation in School Games (Sport4All, Trust – Sports4All)

- **Expected Impact:**
 - SEN pupils experience inclusive competition and structured physical activity.
 - Confidence, social skills, and sense of achievement are improved.
 - Engagement and enjoyment in physical activity increase among pupils with additional needs.
- **Sustainability:**
 - Inclusive practice becomes standard across PE lessons and extracurricular provision.
 - Links with local festivals and events provide ongoing opportunities for participation.
 - Staff expertise in adapting activities for SEN pupils continues to benefit future cohorts.

Expected impact and sustainability will be achieved

How will you know? What evidence do you have or expect to have?

1. PE CPD (Physical Development)

Evidence of Impact:

- **Observation records** showing improvements in lesson delivery by teachers and support staff.
- **Pupil engagement tracking** (e.g., % of pupils actively participating in PE sessions).
- **Assessment of physical literacy** (progress in fundamental movement skills, coordination, stamina).
- **Staff confidence surveys** before and after CPD.
- **Lesson plans and schemes of work** demonstrating progression in skills and inclusion strategies.

2. Writing (Continuous Provision)

Evidence of Impact:

- **Baseline and end-of-term writing samples** from continuous provision areas.
- **Tracking of GLD (Good Level of Development) in writing** for EYFS pupils.
- **Observation notes** showing purposeful writing across indoor and outdoor provision.
- **Learning journals / floor books** documenting children's engagement and progression.
- **Staff reflections or peer review** on the effectiveness of provision

3. Extra-Curricular Activities (Tag Rugby, Cricket, Cross Country)

Evidence of Impact:

- **Attendance registers** showing the number and variety of pupils participating.
- **Skill progression logs** for pupils attending clubs (e.g., running times, sports-specific skills).
- **Pupil surveys or questionnaires** on enjoyment and confidence in sport.
- **Photographs/videos of participation** to demonstrate engagement.
- **Competitions results or personal achievements** where relevant.

4. SEN Participation in School Games (Sport4All)

Evidence of Impact:

- **Participation records** (number of SEN pupils involved in each event).
- **Feedback from pupils and parents** on confidence, enjoyment, and sense of achievement.

Actual impact/sustainability and supporting evidence

sustainability have you seen?

opment)

ment in physical education has led to enhanced
ring increased pupil engagement in physical
with the academy's commitment to developing
throughout the wider curriculum by enhancing
d collaboration [Park Hall Academy](#)

2. Writing (Continuous Provision)

- **Impact:** The introduction of continuous provision in the early years, including new chalkboards, whiteboards, and a range of activities to develop pupils' gross and fine motor skills, has contributed to improvements in early writing skills. With the designated area and resources, sustained development of skills will be possible for all learners throughout the school day.

3. Extra-Curricular Activities (Netball, Cricket, Cross Country)

- **Impact:** The academy offers a variety of extra-curricular activities, including sports like cross-country, football, and cricket, which are accessible beyond the school day [Park Hall Academy](#). Participation in these activities has been linked to increased pupil engagement and development of physical and social skills.
- An increased range of new activities during playtimes/ lunchtimes supported by activity supervisors is encouraging all learners to engage in team games, duality games and solo activities to increase active learning and enjoyment through the provision of activities such as pickleball, dance and other activities.

4. SEN Participation in School Games (Sport4All, Change4Life)

- **Impact:** SEN pupil/ PP pupil and pupils pupils who do not readily engage participate in sporting events have been invited and attended in events like Sport4All and further school led and Trust led activities. The academy's inclusive approach is part of the broader strategy to engage all pupils in physical activities, promoting social inclusion and skill development.

Actual impact/sustainability and supporting evidence

What evidence do you have?

This year, the PE and Sports Premium funding has been effectively used to enhance the quality of physical education, writing provision, extra-curricular opportunities, and inclusive participation across the academy. Staff CPD has increased confidence and skill in delivering high-quality PE, resulting in pupils engaging in sustained, active lessons that develop coordination, fitness, and physical literacy.

Early Years continuous provision improvements, including new chalkboards, whiteboards, and a wide range of activities, have strengthened pupils' gross and fine motor skills, supporting a rise in writing attainment as reflected in EYFS GLD data – 10% above the national outcome for learners at the end of reception in writing.

The expansion of extra-curricular clubs, including new sports such as pickleball, alongside playtime, lunchtime, and before/after school activities, has increased pupil participation, skill development, teamwork, and enjoyment. SEN/ PP pupils have also benefited from targeted inclusion in school games and festivals, leading to improved confidence, social skills, and engagement in physical activity.

Overall, these initiatives have created a sustainable, inclusive, and engaging culture of physical activity and learning across the school, with lasting benefits for pupils' physical development, early writing skills, and broader personal development.