

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?
Staff confidence in teaching Tag Rugby improved and pupils enjoyed the unit. Marathon Kids ran consistently, with significant numbers of children reaching 10km and some achieving half-marathon distances. Top-up swimming increased pupil confidence in the water. New sports equipment (e.g. hurdles and cricket set) encouraged children to try a wider range of activities at playtimes and on Sports Day. Archery, Drumba and BMX workshops were highly engaging and enjoyed by all children. Pupils attended all available Tring School sports events and represented	<i>Tag Rugby:</i> Staff voice is increasingly positive and pupils spoke enthusiastically about sessions. <i>Marathon Kids:</i> Distance tracking shows many pupils reached 10km or above; parents also gave positive feedback. <i>Top-up swimming:</i> Staff observed increased confidence in the water. <i>New equipment:</i> Pupils are choosing and requesting a wider variety of sports at playtimes. <i>Workshops:</i> Pupil voice was highly positive, especially for Drumba and BMX. <i>Sporting events:</i> Wide participation recorded across football, netball, rounders, cross-country and Tag Rugby, with good outcomes.	Netball club and external clubs saw low attendance, particularly for KS1, and one before-school club stopped due to financial viability. Although top-up swimming boosted confidence, the only Year 6 disadvantaged pupil did not reach the required national standard.	Club registers show reduced attendance despite parental requests for clubs. Swimming outcome data shows the pupil did not meet national requirements.

Review of last year 2023/24

the school well, especially in Cross Country. Sports Ambassadors developed responsibility and supported lunchtime play and Marathon Kids organisation. PE Hub is embedded as a planning tool, supporting delivery of a broad and balanced PE curriculum. Forest School was delivered for all pupils, increasing outdoor activity and engagement.	<i>Sports Ambassadors:</i> Observations show pupils supporting peers, organising resources and helping younger children. <i>PE Hub:</i> Lessons are well planned and the curriculum is broad and balanced (as seen in monitoring and curriculum overview). <i>Forest School:</i> All children are active outdoors and use the space safely and effectively (staff observation).		
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Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Increase teacher confidence, knowledge and skills in PE.	Provide targeted PE CPD for teachers and leaders to build expertise and improve PE delivery. <i>Cost: £3000 (CPD)</i>
Promote daily physical activity and raise the profile of PE across the school.	Continue Marathon Kids, Skip2Bfit and 'Football-Free Fridays' , with Sports Ambassadors supporting rewards and motivation to sustain daily activity. <i>Cost: £150 (resources and rewards)</i>
Improve swimming outcomes for pupils, particularly those who are disadvantaged.	Offer top-up swimming lessons , prioritising disadvantaged pupils, to improve water confidence, swimming ability and safety awareness by the end of KS2. <i>Cost: £2000 (top-up lessons)</i>
Broaden and enhance the PE curriculum through high-quality equipment.	Purchase high-quality PE equipment to enable a wider range of sports and high-quality lessons across the curriculum. <i>Cost: £2250 (equipment)</i>
Provide inspirational and inclusive sporting events throughout the year.	Book at least three whole-school inspirational sports events , introducing non-traditional sports to broaden engagement and enthusiasm. <i>Cost: £3000 (workshops and event days)</i>
Promote active travel to and from school.	Explore and implement an active travel plan , encouraging walking, scooting or cycling to school, including Bikeability support. <i>Cost: £1000 leadership time + £250 Bikeability support</i>
Increase attendance at extracurricular clubs, particularly for less active and disadvantaged pupils.	Subsidise or fund club spaces for less active and disadvantaged pupils to boost participation in extracurricular sport. <i>Cost: £500 (club places)</i>

Intended actions for 2024/25

Strengthen house-based competitive sport beyond Sports Day.	Introduce regular house competitions throughout the year to strengthen belonging and increase competitive opportunities. <i>Cost: £500 (resources and organisation)</i>
Increase school participation in inter-school competitions and festivals.	Attend inter-school competitions and festivals , working with Tring School and local partners to widen competitive experiences. <i>Cost: £1000 (transport and staff cover)</i>
Develop the role and impact of Sports Ambassadors.	Train and develop Sports Ambassadors so they can lead activities, support younger pupils and promote sport across the school. <i>Cost: £1000 (training)</i>
Continue to ensure that PE Hub is embedded to support high-quality PE teaching and progression.	Continue using PE Hub for planning, progression and teacher support to ensure a broad, balanced and well-structured PE curriculum. <i>Cost: £600 (plus leadership/monitoring time)</i>
Ensure all children access regular Forest School sessions to support physical activity and outdoor learning.	Provide Forest School access for all pupils , ensuring active outdoor learning throughout the year and as part of wider wellbeing support. <i>Cost: £1500 (staffing and resources)</i>

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?
• Pupils will develop positive lifelong attitudes to physical activity, seeing sport as enjoyable, inclusive and part of a healthy lifestyle. • Greater equality of opportunity, with disadvantaged and less active pupils able to access sport as readily as their peers. • Improved pupil physical fitness, stamina and resilience, contributing to whole-school wellbeing and behaviour. • Teachers are upskilled, reducing reliance on external coaches and improving long-term curriculum quality. • A stronger school sporting culture, where competition, teamwork and participation are part of the school identity. • KS2 swimming outcomes improve over time, reducing the number of pupils who leave primary unable to swim or manage water safely. • Staff CPD embeds expertise in the school, meaning PE quality remains high even if staff change. • PE Hub ensures curriculum consistency and progression, so future teachers can deliver high-quality PE with confidence. • Sports Ambassadors are trained annually, creating a cycle of pupil leadership and peer motivation. • Investment in equipment is long-lasting, enabling a broader curriculum for several years without needing to repurchase core resources. • Daily activity programmes (Marathon Kids, active travel, playground sports) become routine, not “one-off initiatives”. • House competitions and inter-school links continue year-on-year, building tradition, aspiration and community. • Forest School remains part of the curriculum, sustaining outdoor	• Staff voice and self-evaluations show increased confidence in teaching PE. • PE lesson observations and learning walks demonstrate higher-quality delivery. • Participation data from Marathon Kids/active initiatives shows increased daily activity. • Pupil voice reflects enjoyment of PE, clubs, events and new sports. • Swimming assessment data shows improved outcomes, especially for disadvantaged pupils. • Club registers demonstrate increased attendance, including less active and disadvantaged pupils. • Wider range of sports evidenced in planning, lesson delivery and equipment use. • Increased number of intra- and inter-school competitions recorded, with strong participation. • Sports Ambassadors visibly leading activities and supporting younger pupils. • Event logs and workshop participation show strong engagement across the school. • Travel surveys show increased numbers walking, biking or scooting to school. • Forest School timetables and observations show all pupils taking part in active outdoor learning.

Expected impact and sustainability will be achieved

physical activity and wellbeing for future cohorts.

- Targeted club support becomes part of the school's inclusion strategy, ensuring disadvantaged and less active pupils remain a focus.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Daily activity habits are embedded through Marathon Kids and playground initiatives, with pupils now expecting and valuing regular movement.	Participation logs, pupil voice, Sports Ambassador feedback.
Teachers are more confident delivering PE, with a consistent approach across the school due to CPD and use of PE Hub.	Staff voice, lesson observations, PE planning.
A broad curriculum offer is now sustained, supported by planned progression and good-quality equipment that enables a wide range of sports.	Long-term PE curriculum map, equipment inventory, lesson observations.
Extracurricular opportunities are established and continue annually, including clubs, workshops and events, raising the profile of PE.	Club registers, photos/event logs, newsletters and website posts.
Sports Ambassadors are becoming a consistent leadership feature, supporting playtimes and promoting physical activity across the school.	Sports Ambassador timetables, staff observation notes, pupil voice.
Inter-school competition attendance is routine, showing sustainability in partnerships with Tring and local schools.	Competition records, fixtures calendar, event participation lists.
Forest School is an embedded entitlement, supporting outdoor activity, confidence and wellbeing for all pupils.	Timetables, session records, observation notes, pupil voice.
Swimming support continues annually, showing a sustained focus on improving outcomes and confidence, particularly for disadvantaged pupils.	Swimming data, pupil tracking, instructor/teacher feedback.