



2024/25 PE Funding Evaluation Form

2025/26 PE Funding Strategy

Springfield Primary School



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 2024/25

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>PE Specialist Provision</p> <ul style="list-style-type: none"> • High-quality, consistent PE lessons delivered across all year groups. • Increased staff confidence through in-lesson CPD and modelling. • Strong uptake in extracurricular clubs, including inclusive opportunities for SEND pupils. 	<p>Participation Data: 82% of places available to be allocated were filled over the course of the year.</p> <p>External Recognition: Gold award from School Games Organisation.</p>	<p>Repetition of children attending and getting places despite efforts to ensure that places are allocated fairly. Some children are still reluctant and not putting names forward to clubs.</p>	<p>Club and competition registers</p>
<p>PE Monitoring and CPD</p> <ul style="list-style-type: none"> • Regular observations and planning checks led to improved lesson quality. • Mentoring and coaching. 	<p>Monitoring Evidence: Lesson observations and planning reviews showed improved teaching quality and curriculum coverage.</p> <p>Opportunities to share CPD with staff that PE lead has gained from attending PE network and CPD sessions.</p> <p>Staff conversations after lesson observations identified strengths and areas for development, informing future CPD.</p>	<p>Staff confidence in delivering certain areas of the curriculum generally improved. Some staff still lacked confidence in delivering less familiar sports or activities (e.g. gymnastics, dance, tag rugby).</p> <p>Time constraints meant that not all planned monitoring or observations took place, reducing opportunities for feedback and development.</p>	<p>Lesson observation and monitoring notes, feedback from staff after observations and next steps.</p>

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent – DFE Key Indicators.	Implementation
1. The engagement of all pupils in regular physical activity.	1. Monitoring of times during the day such as break times and dinner times ensuring that there is suitable equipment and resources available for the children. Opportunities to deliver CPD to all staff including dinner time staff to support children to be active where possible.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement	2. Ensuring that there is 2 hours timetabled per year group for PE whilst being supported by the use of GetSet. Health and safety polices and reviewed and remain to be in line with AfPE guidance.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	3. PE lead to attend CPD and network opportunities to further develop PE knowledge and understanding. After attending CPD, PE lead will decide what is appropriate at fits schools/staff needs and deliver this to staff to upskill further to increase knowledge, confidence and skills in teaching of PE in school.
4. Broader experience of a range of sports and physical activities offered to all pupils.	4. Ensuring that both girls and boys football teams are maintained, dance school continues to run. Using external coaches to offer a variety of sporting experiences in after-school clubs. Using school games competitions as opportunities to offer experiences to children who have been identified to have limited sporting experience.
5. Increased participation in competitive sport.	5. Fund entry fees for local leagues or tournaments. Covering the cost of staff release time to accompany pupils to competitions. Supporting transport arrangements. Providing any necessary equipment or kit for safe and inclusive participation.

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?
1. Increased levels of physical activity from children, delivery of CPD to staff should ensure that it is consistent across school enabling children to be aware of what is available to them during times of active play as they move throughout school.	1. Monitoring documents and children surveys/feedback.
2. Both staff and children are having access to recommended time within the school curriculum to be physically active whilst ensuring that with policies being updated and in line with policies will ensure that staff have reduced barriers that could reduce the amount of time being physically active.	2. Ensuring that timetabled PE lessons are taking place, children having positive experiences and sharing this through student feedback.
3. PE lead being upskilled and then delivering appropriate CPD to the schools needs will ensure that the staff in school are receiving appropriate CPD to meet the needs.	3. Delivery of CPD with follow-up staff feedback to measure impact of CPD on delivery of PE lessons.
4. Children will develop further interest in pursuing further engagement with sports. Increased intake and interest in future club numbers	4. Number of children applying for club places and putting name forwards for school teams/clubs.
5. Increased participation in competitive sports	5. Pupil feedback, participation rates, and event evaluations.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?