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PE Funding Evaluation Form

2025-2026



Department
for Education



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.

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?
Big Moves intervention	We saw an improvement in the report sent to us by LSLSSP. The children made rapid improvements in behaviour, concentration and listening, selfcare and social interaction.		
Learn Through Dance	We saw a positive reaction and outcome from the children who took part in this workshop. Those that wouldn't usually engage in dance, thoroughly enjoyed it. This workshop offered a broader range of activities that lots of the children hadn't experienced before.		
Yoga Intervention	We planned for certain children to receive yoga interventions once per week. We saw an improvement in concentration, stress management and emotional regulation.		

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<u>To develop high-quality PE teaching through leadership, CPD, and school-wide collaboration (Key Indicator 1)</u> Additionally, to support staff well-being and encourage active lifestyles among adults within the school, contributing to a whole-school approach and positive role modeling.	Key Indicator 1 – • The PE lead to engage in professional development through local network meetings and conferences, sharing key insights with staff during INSET and meetings. • Two staff members will undergo training as Staff Well-being Ambassadors to promote physical activity and workplace health, culminating in a school action plan. • To enter staff teams into competitions and challenges organised by LSLSSP (Netball & Summer Fest). • PE Lead to gain CPD from 'Charlotte Allison Dance Workshop'. • Use of Youth Sport Trust & Complete PE memberships
<u>To engage all pupils in regular physical activity using universal physical activity programmes and active travel (Key Indicator 2)</u>	Key Indicator 2 – • To engage in the Move It March programme which will provide each child with a physical activity tracker, offer milestone-based rewards for physical activity completed (Bronze, Silver, Gold, Platinum). To engage with Active Travel programmes in October and throughout the year. • To train some Year 5/6 children to be Sports Ambassadors for the school. The ambassadors will form a School Sport Organising Crew and devise action plans to promote PE and physical activity. • Swimming lessons for Year 3/4 children • Little Acorns Forest School. • Yoga interventions – SEND children to be identified as being those that will benefit the most from targeted interventions. • PE resources for engagement in lessons / breakdown / lunchtime

Intended actions for 25/26

Using Student Leadership/Student Voice to raise the profile of PE as a tool for whole-school improvement (Key Indicator 3)

To empower students by giving them leadership roles and a voice in shaping PE and school sports, making them active contributors to a healthier school environment. To focus on increasing physical activity during unstructured times and fostering leadership among older pupils. Additionally, promoting mental well-being through the 5 Ways to Well-being, particularly emphasizing "Being Active" to boost emotional literacy and resilience.

To provide a more inclusive and varied experience of different sports and activities, with a particular emphasis on engaging less active students at school (Key Indicator 4).

To increase participation in competitive sports and sporting events (Key Indicator 5)

Key Indicator 3 –

- Some students from Year 6 will be trained as Sports Ambassadors to help lead a School Sport Organising Crew alongside staff. Four Well-being Ambassadors from Year 6 will promote the 5 ways to well-being and create a peer support action plan.
- Children to participate in 'Charlotte Allison Dance' for 4 weeks

Key Indicator 4 –

- Fifteen EYFS/KS1 pupils with poor fundamental movements take part in a 6-week Big Moves intervention, led by an LSLSSP coach and school staff, with physical development and academic progress measured through assessments.
- Our school plans to participate in the FA's Girls Football Week by offering virtual football challenges and a design competition, aiming to raise the profile of girls' football and encourage greater participation among our students.
- Little Acorn Forest School
- Yoga intervention to be embedded throughout the school year, for primarily those with SEND needs and/or SEMH needs.

Key Indicator 5 –

- Students will participate in EXCEL competitions, aimed at the most talented students, based on performance, including events like: dodgeball, netball, football and athletics. They will also participate in an inclusive/competitive sports day, which includes a carousel of non-scoring activities such as hula-hooping and throwing, followed by competitive races.
- Use of transport for competitive events.

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?
Key Indicator 1- • Impact of CPD for PE Lead when engaging in professional development. • Staff well-being ambassador training has positively impacted staff wellbeing. • CPD gained from 'Charlotte Allison Dance Workshop'. Key Indicator 2- • We anticipate 50 (65% of pupils) children will actively travel to school benefitting both the environment and their physical well-being. We expect 50 (65% of pupils) children to participate in the Move It March programme. This will promote the CMO Physical Activity Guidelines. Sustainability-the school will continue to engage with the SLSSP to host more universal physical activity projects. Key Indicator 3- • Lunchtime Physical Activities will be supported by Sports Ambassadors, organised activity zones, and rotating leaders. This initiative aims to make 20% more KS1 students active, encourage better social interaction, and boost the confidence of student leaders. Sports Ambassador duties will include managing a PE noticeboard, running intra-school events, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new	Key Indicator 1- • Staff Morale: Using pre- and post-programme surveys to measure changes in morale or engagement. Activities are put on for the staff. • Improved Teaching Quality: Evidence from observations. • Curriculum Consistency: Consistency in lesson plans, teaching methods, and content delivery across the school. • Modelling Healthy Lifestyles for Pupils: Observations or informal feedback from students (such as noting changes in their engagement with physical activities or comments about staff role models) could show if staff are effectively modelling the desired behaviours. Key Indicators 2 - • Increased Active Travel: Measured through participation data. • Sustained Behavioural Change: Evidence from follow-up surveys or informal interviews showing long-term adoption of active travel. • Increased Physical Activity: Measured through tracking participation data and feedback from students' • Knowledge of Physical Activity Guidelines: Measured by improvements by informal interviews with students. • School-wide Impact: Feedback from students about a potential shift in the school's overall attitude toward physical activity. Key Indicator 3 - • Engagement: Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being. • Impact on Peers: Informal interviews with participants/pupils about the impact of the student leadership programmes. • Leadership & Knowledge: Track leadership development and students' knowledge of physical activity and well-being.

Expected impact and sustainability will be achieved

student leaders can be trained annually. - Well-being Ambassadors will take charge of initiatives such as leading activities during Children's Mental Health Week and coordinating well-being challenges. These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually. Key Indicator 4 - Big Moves Intervention: We will improve fundamental movement skills and academic outcomes in 15 EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. with long-term impact sustained by staff training to continue delivery annually. A key focus is increasing engagement among pupils eligible for free school meals, aiming to raise participation from 5% to 25% through improved accessibility and inclusivity. Key Indicator 5 - - We will provide inclusive sporting events to enhance pupil engagement and development. DEVELOP Festivals are designed to involve less active pupils through enjoyable, skill-based activities. Our goal is to reach 30 pupils (40%) who have not previously participated in school sports. The EXCEL Competitions will provide a challenge for talented students. Our goal is to enter seven competitions with the participation of 30 pupils. The school will continue to engage with SLSSP, who provide the competitions and events.	Data-Driven Refinement: Use feedback from surveys (e.g., Koboca) to adapt programmes. Continuous improvement based on feedback. Key Indicator 4 - - For the Big Moves Intervention, fundamental movement skills and academic progress will be assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member will be in place to continue delivery. - For all other targeted interventions, we will track participation data particularly focussing on among pupils eligible for free school meals Key Indicator 5 - For all competitions and events, we will track participation data and use insights from the previous year to target children who have never represented the school at Develop Festivals.
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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Key Indicator 1 - • Impact of CPD for PE Lead when engaging in professional development. • Staff well-being ambassador training has positively impacted staff wellbeing. • CPD gained from 'Charlotte Allison Dance Workshop'. Key Indicator 2 - • We anticipate 50 (65% of pupils) children will actively travel to school benefitting both the environment and their physical well-being. We expect 50 (65% of pupils) children to participate in the Move It March programme. This will promote the CMO Physical Activity Guidelines. Sustainability-the school will continue to engage with the SLSSP to host more universal physical activity projects. Key Indicator 3 - • Daily Lunchtime Physical Activities will be supported by Sports Ambassadors, organised activity zones, and rotating leaders. This initiative aims to make 20% more KS1 students active, encourage better social interaction, and boost the confidence of student leaders. Sports Ambassador duties will include managing a PE noticeboard, running intra-school events, collecting peer feedback, and leading activities for younger pupils. This is expected to increase engagement in PE and raise the visibility of physical activity initiatives across the school. To sustain this, new student leaders can be trained annually. • Well-being Ambassadors will take charge of initiatives such as leading activities	Key Indicator 1 - • Staff Morale: Using pre- and post-programme surveys to measure changes in morale or engagement. Activities are put on for the staff. • Improved Teaching Quality: Evidence from observations. • Curriculum Consistency: Consistency in lesson plans, teaching methods, and content delivery across the school. • Modelling Healthy Lifestyles for Pupils: Observations or informal feedback from students (such as noting changes in their engagement with physical activities or comments about staff role models) could show if staff are effectively modelling the desired behaviours. Key Indicators 2 - • Increased Active Travel: Measured through participation data. • Sustained Behavioural Change: Evidence from follow-up surveys or informal interviews showing long-term adoption of active travel. • Increased Physical Activity: Measured through tracking participation data and feedback from students' • Knowledge of Physical Activity Guidelines: Measured by improvements by informal interviews with students. • School-wide Impact: Feedback from students about a potential shift in the school's overall attitude toward physical activity. Key Indicator 3 - • Engagement: Track the number of programmes and participation in provision delivered by student leaders. High engagement indicates success in promoting activity and well-being. • Impact on Peers: Informal interviews with participants/pupils about the impact of the student leadership programmes. • Leadership & Knowledge: Track leadership development and students' knowledge of physical activity and well-being. • Data-Driven Refinement: Use feedback from surveys (e.g., Koboca) to adapt

Actual impact/sustainability and supporting evidence

during Children's Mental Health Week and coordinating well-being challenges. These efforts aim to foster greater pupil confidence in sharing concerns and heighten awareness of emotional well-being. To sustain this, new student leaders can be trained annually.

- The National Koboca Survey will collect feedback on sports, leadership, and well-being, providing valuable insights to guide the future planning of sports and well-being initiatives. The survey can be conducted annually, with findings used to refine and improve the programme each year.

Key Indicator 4 -

- **Big Moves Intervention:** We will improve fundamental movement skills and academic outcomes in 15 EYFS/KS1 pupils, with long-term impact sustained through staff training to ensure annual delivery. with long-term impact sustained by staff training to continue delivery annually. A key focus is increasing engagement among pupils eligible for free school meals, aiming to raise participation from 5% to 25% through improved accessibility and inclusivity.

Key Indicator 5 -

- We will provide inclusive sporting events to enhance pupil engagement and development. DEVELOP Festivals are designed to involve less active pupils through enjoyable, skill-based activities. Our goal is to reach **30 pupils (40%)** who have not previously participated in school sports. The EXCEL Competitions will provide a challenge for talented students. Our goal is to enter seven competitions with the participation of 30 pupils. The school will continue to engage with SLSSP, who provide the competitions and events.

programmes. Continuous improvement based on feedback.

Key Indicator 4 -

- For the Big Moves Intervention, fundamental movement skills and academic progress will be assessed pre- and post-programme using teacher questionnaires, with a comprehensive report provided by SLSSP. A trained and confident staff member will be in place to continue delivery.
- For all other targeted interventions, we will track participation data particularly focussing on among pupils eligible for free school meals

Key Indicator 5 -

- For all competitions and events, we will track participation data and use insights from the previous year to target children who have never represented the school at Develop Festivals.