

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by Abbie Holliday



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"> A variety of pupils engaged in physical activity at lunch times. Pupils began to take part in different competitive sports fixtures and festivals. Enhanced provision to support EYFS gross motor skills. Ensure Pupil Premium and SEND children have access to sports after school clubs. 	<ul style="list-style-type: none"> Delta Sports coaches ran different activities at lunch times for different year groups including a variety of different sports. Pupils competed in Trust competitions and School Games competitions. Inkberrow achieved the School Games Gold mark and our Year 6 team reached the county cricket finals. Purchased additional balance bikes to be used in the outdoor area and all Reception children took part in their Bike ability session. High uptake of after school clubs for both groups of children, due to IPS providing one free club per year. 	<ul style="list-style-type: none"> Purchasing of different sports/gym equipment. Limited attendance to trust events. 	<ul style="list-style-type: none"> Limited equipment not purchased as transport costs exceeded original plan. Audit of equipment to be carried out and purchased this academic year 24/25. Organisation and communication limited, this academic year, Delta sports have been employed to run these. <p><i>Further spending to be allocated to equipment and transportation costs.</i></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
<ul style="list-style-type: none"> Extend sporting opportunities for pupils. Enhance sports equipment. To introduce AFL during PE lessons. 	<p>Working in collaboration with the PE leads across the trust, to ensure there are equal opportunities for children of all ages and abilities both competitive and for enjoyment and fun. Plan using the School Games calendar, which events we will attend and work towards.</p> <ol style="list-style-type: none"> Children of all ages to have access to a range of after school clubs. Children from different year groups to take part in competitive sport. Children from each year group to attend sporting festivals for fun and enjoyment. <p>Further audit to be completed at the end of Autumn term and questionnaire to be distributed to collect children's voice when considering the purchase of new equipment for PE and lunchtime.</p> <ol style="list-style-type: none"> Children to have access to a wider variety of equipment and resources to support active play at lunchtime. Purchase sport specific equipment to be used during PE lessons. <p>Assessment will be introduced at the end of PE lessons using the whole class assessment tracking sheets that are tailored for specific units of learning. Teaching staff with complete assessments at the end of a unit to identify pupils progress against curriculum expectation. Thus enabling children to be identified who need further support and allowing those who are exceeding to be signposted to external opportunities.</p> <ol style="list-style-type: none"> Complete whole class assessment at the end of a unit of teaching. Identify those who are not meeting expectation and plan intervention opportunities. Identify those who are exceeding and sign post to external opportunities available.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Extend sporting opportunities for pupils:</p> <p>By working in close collaboration with PE leads across the trust, we have ensured that children—regardless of age or ability—have equal access to a broad and inclusive range of sporting opportunities. Through strategic planning using the School Games calendar, we identified key events and aligned our school’s sports provision to support both competitive and enjoyment-based participation.</p> <p>As a result, children across all age groups now have access to a diverse programme of after-school clubs, encouraging greater levels of physical activity and engagement beyond the school day. Inter-year competitive opportunities have increased, allowing pupils from different year groups to represent their school, build teamwork skills, and develop a healthy competitive spirit. Additionally, every year group has had the opportunity to attend local sporting festivals focused on fun, participation, and personal development, promoting a lifelong enjoyment of physical activity.</p> <p>This approach not only supports the physical and emotional well-being of our pupils but also ensures that sport is a positive, inclusive experience for every child within our trust.</p>	<p>Children being placed in regional competitions, such as cross country OfSTED report April 2025. Personal Development</p>

Actual impact/sustainability and supporting evidence

Following a further audit at the end of the Autumn term and the collection of pupil voice through a targeted questionnaire, we have successfully identified and addressed the equipment needs for both PE and lunchtime play. As a result, children now have access to a wider variety of equipment and resources, encouraging more active, inclusive, and imaginative play during lunchtimes.

In addition, sport-specific equipment has been purchased to enhance the quality and effectiveness of PE lessons. This has supported skill progression, increased engagement, and allowed for a broader range of sports to be delivered across year groups. Involving pupils in the decision-making process has not only ensured that new equipment reflects their interests but has also strengthened their sense of ownership and enthusiasm for physical activity throughout the school day

The introduction of whole class assessment tracking sheets, tailored to specific units of learning in PE, has significantly enhanced our ability to monitor and support pupil progress. Delta staff now complete these assessments at the end of each unit, allowing for accurate measurement of each child's achievement against curriculum expectations.

This targeted approach has enabled the timely identification of pupils who are not yet meeting expected standards, with appropriate intervention opportunities planned to support their development. Additionally, pupils who are exceeding expectations are now being signposted to external clubs and sporting pathways, further nurturing their talent and extending their physical education beyond the classroom.

Overall, the use of structured assessment in PE has led to a more responsive, inclusive, and aspirational learning environment, where all children are supported and challenged according to their individual needs.

Pupil Voice gathered through school and class councils
Virtual Memory Books from each class that show different sports
Active number of children who are accessing sports equipment and coaches at lunchtime and playtime.

Good range of equipment being available for pupils to use during PE lessons

Completed assessment forms
Adaptations made to lessons
Feedback to staff
Virtual Memory books

Actual impact/sustainability and supporting evidence