

# 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 2024/25.
- 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?
<p><b>Key Indicator 1 – Engagement of all pupils.</b> Continue to monitor the scale and reach for different groups. Areas marked as 'Uncomfortable – Need Support' are: Liaison with SGO to learn from and share knowledge. Changing and toilet facilities are non-binary making everyone feel comfortable and safe. Accessing the Inclusion Hub for resources and tools. To further support the development of the attitudes and engagement of Individuals within each class (P.E. SDP).</p> <p><b>Key Indicator 2 – Profile of PESSPA to be raised with whole school improvement.</b> Sports Ambassadors could lead an assembly on physical literacy to remind children of its importance. Assembly to also include definitions of P.E and Sport. To publicise the School Games Gold Award (from P.E. SDP). Further promote School Games through School Newsletter, Celebration Assembly and website.</p>	<p>Sports Club Registers School Diary Webpages Parent Feedback Ofsted Report January 2025.</p> <p>Staff Meeting Minutes (2023-24 and 2024-25) Competition Lists SIMs Club Attendance Data</p> <p>Staff Meeting Minutes (2023-24 and 2024-25) Staff incidental feedback Taster Days Extra-Curricular Clubs for Aut, Spr and Sum Terms Competitions calendar linked to Long Term Plan for Indoor and Outdoor P.E. PPG Report Website School letters</p>	<p>Areas marked as 'Uncomfortable – Need Support' in the Inclusive Toolkit for the School Games Award are:</p> <ul style="list-style-type: none"> <li>a) Liaison with SGO to learn from and share knowledge.</li> <li>b) Changing and toilet facilities are non-binary making everyone feel comfortable and safe.</li> <li>c) Accessing the Inclusion Hub for resources and tools.</li> </ul> <p>These areas have not been addressed this year.</p> <p>Sports Ambassadors found the role overwhelming with 'jobs' having to be scaled back and adjustments put in place. Observations – lessons delivered by teachers, extra-curricular clubs and taster days were not formally observed. Time could not be allocated as there have been other priorities. School Games Gold needs further signposting.</p>	<p>We were unable to grade these areas no higher than 'Uncomfortable – Need Support'.</p> <ul style="list-style-type: none"> <li>a) No support access from SGO until completion of award application.</li> <li>b) We do not have non-binary toilet facilities for children and children get changed in boys/girl groups. We have, previously, been very supportive of individuals and enabled them to feel comfortable and safe.</li> <li>c) As P.E Coordinator I have not got access the resources and tools in the Inclusion Hub.</li> </ul> <p>None recorded formally by P.E Coordinator. Feedback from SENDCo/Y6 Teacher Not everyone in the school community is aware of what it is.</p>

<p><i>MAIN SPEND FOR 2024-25</i></p> <p>Play is to be an SDP target for 2024-25 as we undertake the OPAL Programme (Outdoor Play and Learning). This is a mentor supported improvement programme that addresses all 18 areas that a school must plan for if they want to sustainably improve the quality of play. This will enable us to enhance our play provision, ensuring that children are active and have positive play experiences which in turn furthers their learning outside the classroom.</p> <p>Include KS2 Woodland Learning and further opportunities for OAA on our school site.</p> <p><b>Key Indicator 3 – Increased confidence, knowledge and skills in teaching P.E. and Sport.</b></p> <p>KS1 staff to continue to observe gym/dance coaches to further develop their own knowledge and skills.</p> <p>All staff to embrace P.E. assessment using P.E Hub Assessment Tool.</p> <p>Staff to be observed teaching P.E using P.E Hub teaching resources. Staff confident to assess against Success Criteria.</p> <p>Embrace local community contacts to enhance provision and build staff confidence e.g. Y5/6 Basketball (Reading Rockets?)</p> <p><b>Key Indicator 4 – Broader experience of a range of sports and activities.</b></p>			
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<p>Use feedback from Sports Day to include a different parent race (mixed gender?) and the House Relay.</p> <p>Increase the number of inter competitions entered, monitor the variety of these competitions e.g. Include some minority sports.</p> <p><b>Key Indicator 5 – Increase participation in competitive sport.</b></p> <p>Increase the number of inter competitions entered, monitor the variety of these competitions e.g. Include some minority sports. Include pupils who are SEND or disadvantaged.</p> <p>Increase community club engagement and/or pathways.</p>			
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What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p><b>Key Indicator 1 – Engagement of all pupils.</b>  Continue to monitor the scale and reach for different groups.  Areas marked as ‘Uncomfortable – Need Support’ are:  Liaison with SGO to learn from and share knowledge.  Changing and toilet facilities are non-binary making everyone feel comfortable and safe.  Accessing the Inclusion Hub for resources and tools.</p> <p><b>Key Indicator 2 – Profile of PESSPA to be raised with whole school improvement.</b></p> <p><i>MAIN SPEND FOR 2025-26</i>  Play is once again an SDP target for 2025-26 as we undertake the OPAL Programme (Outdoor Play and Learning). This is a mentor supported improvement programme that addresses all 18 areas that a school must plan for if they want to sustainably improve the quality of play. This will enable us to enhance our play provision, ensuring that children are active and have positive play experiences which in turn furthers their learning outside the classroom.</p> <p><b>Key Indicator 3 – Increased confidence, knowledge and skills in teaching P.E. and Sport.</b>  KS1 staff to continue to observe gym/dance coaches to further develop their own knowledge and skills.  Coaching staff to embrace P.E. assessment using P.E Hub Assessment Tool.  Staff to be observed teaching P.E using P.E Hub teaching resources. Staff confident to assess against Success Criteria.</p> <p>Follow up local community links (basketball, Theale Green Sports Leaders) to ensure interest leads to provision in school.</p>	<p>Analyse SIMS attendance data for extra curricular clubs and attendance at competitions.</p> <p>Contact SGO to discuss changing and toilet facilities.  Discuss with school SENDCo (Amy Langston) the Inclusion Hub and which resources would benefit those children with higher levels of SEND.</p> <p>OPAL Play Team to continue to work with Helen Easton OPAL Mentor to achieve, as best they can with the time/resources available, the action points on comprehensive Action Plan to improve the quality of play at Englefield.</p> <p>Y5/6 Children to be recruited as Play Leaders.  Play Assemblies to continue. Develop provision further – larger loose parts, music, tinker table, football activities (one goal), more social spaces.</p> <p>Communicate assessment verbally with P.E. coaches to ensure they assess using the same system.  Check how closely Gym/Dance provision match P.E objectives and Provision Map. Fiona Carney/Zoe Benyon P.E. Governor to carry out a Learning Walk to observe P.E being taught across the school FS2 – Y6.</p> <p>Email suggested dates/year groups. Confirm provision in advance.</p>



<p><b>Key Indicator 4 – Broader experience of a range of sports and activities.</b></p> <p>Invite a female athlete into school to speak to and ‘work out’ with the chn.</p> <p>Exploit new opportunities for extra curricular provision e.g. Reading Rockets Basketball, Dance, Yoga etc.</p> <p>Ensure equipment is sufficient to teach Cycle 1 P.E Units to larger classes e.g. Tennis rackets – suitable size and quantity for 30 KS2 chn.</p> <p><b>Key Indicator 5 – Increase participation in competitive sport.</b></p> <p>Increase the variety of inter competitions entered, monitor to ensure wide provision competitions e.g. Include some minority sports. Include pupils who are SEND or disadvantaged.</p> <p>Increase community club engagement and/or pathways.</p>	<p>Liaise with local schools (Yattenden) to find a provider for this. Consider sharing the day/cost?</p> <p>Check competitions entered match the P.E. Long Term Plan for 2025-26. Update accordingly.</p> <p>Feedback from teachers.</p> <p>As above</p> <p>Relaunch Clubs Folder as a separate page on our School Website with relevant links to local clubs with sporting pathways from school P.E and beyond.</p>
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## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><b>Key Indicator 1 – Engagement of all pupils.</b> Continue to monitor the scale and reach for different groups. Areas marked as ‘Uncomfortable – Need Support’ are: Liaison with SGO to learn from and share knowledge. Changing and toilet facilities are non-binary making everyone feel comfortable and safe. Accessing the Inclusion Hub for resources and tools.</p> <p><b>Key Indicator 2 – Profile of PESSPA to be raised with whole school improvement.</b></p> <p><i>MAIN SPEND FOR 2025-26</i> Play is once again a SDP target for 2025-26 as we undertake the OPAL Programme (Outdoor Play and Learning). This is a mentor supported improvement programme that addresses all 18 areas that a school must plan for if they want to sustainably improve the quality of play. This will enable us to enhance our play provision, ensuring that children are active and have positive play experiences which in turn furthers their learning outside the classroom.</p> <p><b>Key Indicator 3 – Increased confidence, knowledge and skills in teaching P.E. and Sport.</b> KS1 staff to continue to observe gym/dance coaches to further develop their own knowledge and skills. Coaching staff to embrace P.E. assessment using P.E Hub Assessment Tool. Staff to be observed teaching P.E using P.E Hub teaching resources. Staff confident to assess against Success Criteria.</p> <p>Follow up local community links (basketball, Theale Green Sports Leaders) to ensure interest leads to provision in school.</p> <p><b>Key Indicator 4 – Broader experience of a range of sports and activities.</b> Invite a female athlete into school to speak to and ‘work out’ with the chn.</p>	<p>SIMS Club attendance record Pupil Voice SEND Meeting with Parents run by SENDCO Parent Forum Discussion</p> <p>Play Team Meetings Review meetings with OPAL Mentor Observation of playtimes School community surveys – staff, pupils and children Action Plan RAG Ratings Play Assemblies Log OPAL Display/Webpage</p> <p>Staff Meeting Minutes P.E Hub Assessment Tool</p> <p>Email trail Events Diary</p>



## Expected impact and sustainability will be achieved

Exploit new opportunities for extra curricular provision e.g. Reading Rockets Basketball, Dance, Yoga etc.

Ensure equipment is sufficient to teach Cycle 1 P.E Units to larger classes e.g. Tennis rackets – suitable size and quantity for 30 KS2 chn.

### **Key Indicator 5 – Increase participation in competitive sport.**

Increase the variety of inter competitions entered, monitor to ensure wide provision competitions e.g. Include some minority sports. Include pupils who are SEND or disadvantaged.

Increase community club engagement and/or pathways.

Feedback  
Photographs

P.E Long Term Plan  
School Diary  
Competition Attendance Registers  
School Website  
Emails to families about local clubs

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?