

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.

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?
<ul style="list-style-type: none"> - Staff feel more confident in delivering high quality PE lessons. - The PE curriculum builds sequentially towards mastery of PE. - More children enjoy PE and are developing the fundamental skills to actively participate in sporting activities. 	<ul style="list-style-type: none"> - Training was accessed throughout the year by all staff. - Pupil voice reflected children who previously did not enjoy PE were now doing so. - Lesson drop-ins showed high levels of active engagement in all lessons. - Lesson drop-ins showed an improvement in the basic skills of PE (e.g., throwing and catching). - Staff voice reflected that staff enjoyed teaching PE, felt supported to do so and were more confident in knowing what they were delivering, how and why. 	<ul style="list-style-type: none"> - The offer of extra-curricular clubs was not extended effectively towards the interests of all children, including those who are PP or SEND. - PE equipment was not of the desired quantity or quality to maximise the progress and impact. - Sporting equipment on offer during unstructured times (break and lunch) is not of a good quality. - The focus on the development of skills reduced the experience of partaking in structure team sporting games too much. 	<ul style="list-style-type: none"> - The same children accessed more than one extra-curricular activity and the same children accessed none. - Pupil voice from the more gifted sportspeople reflected a desire to play more structured/formal sporting games in PE. - School council feedback showed that children desired more equipment during break and lunchtimes to enable them to be more active.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> 1. Continue to develop the confidence and proficiency of staff to deliver the PE curriculum, including knowing how and why the curriculum builds sequentially and how skills develop over time throughout the years. 2. Refine the PE curriculum further to ensure that formal, structured sporting games are incorporated into the curriculum more frequently, rather than having a sole focus on the skills. 3. Increase the offer of extra-curricular clubs in school. 4. Allow a high number of children to access sporting competitions and tournaments. 5. Improve the equipment available to use during PE lessons, making sure all units of PE are fully resourced and that all equipment is age-appropriate for all children. 6. Improve what equipment is on offer during unstructured times in the school day (e.g., break time and lunch time). 	<ol style="list-style-type: none"> 1. Continue to employ external professionals to come into school and mentor/team teach with our teaching staff. 2. Work with staff to develop the curriculum to incorporate more structured, formal games. Invest in external professionals to deliver CPD into how to develop and progress the skills units of work into more structured, formal sporting games. 3. Invest in staffing to deliver a variety of lunchtime clubs that engage with and stimulate all children across school, including the most active, least active, youngest, oldest, PP and SEND. Invest in sporting equipment to allow these extra-curricular clubs to take place and be purposeful. 4. Entering school teams into competitions/tournaments and keeping registers of which children have attended to ensure diversity. 5. Complete an equipment audit in school and compare this to the equipment that is required to deliver the full PE curriculum to its maximum. 6. Complete an audit on what equipment we have in school for break and lunch times. Complete a pupil voice alongside the school council to gain an understanding of what equipment children across school would like to do at break and lunch time. Invest in the equipment to increase the offer to include some of their desired activities.

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?
<ol style="list-style-type: none"> 1. PE becomes a specialist area for all members of staff, who have a good understanding of how the PE curriculum develops over time and how to build upon and progress skills across the year groups. 2. Increase the enjoyment and engagement levels of all pupils, including our most able pupils, for PE. Ensure children go to secondary school with both the skills to take part in, and an understanding of the rules and formats, of a range of sports. 3. Children to have the opportunity to take part in clubs and sporting activities that they otherwise would not. Strengthening of social networks across school and improved levels of teamwork and resilience. 4. A greater opportunity for pupils to compete in sporting activities and competitions. Pupils become more familiar with winning, losing and the concept of sportsmanship. 5. The PE curriculum is able to be delivered fully and have maximum impact. 6. Children continue to be increasingly active across school and enjoy their break and lunch times. 	<ol style="list-style-type: none"> 1. Staff voice and lesson drops ins. 2. Pupil voice and lesson drop ins. 3. A wide range of children taking part in extra-curricular clubs at school. 4. A greater number of pupils taking part in competitive sporting activities. A greater variety of competitive sporting activities being taken part in. 5. Lesson drop ins show that all lessons have fully functional and correct equipment to run properly. 6. Pupil voice and observations at lunch time.

Actual impact/sustainability and supporting evidence

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

2. Categories of grant spending

Total spend for CPD category

External training courses

£ 1,000.00

Upskilling staff to deliver swimming lessons

£ 0.00

Internal learning and development

£ 2,000.00

Inter-school development sessions

£ 0.00

Online training / resource development

£ 1,000.00

External coaches supporting confidence and competence

£ 8,960.00

Total school spending on CPD

For academic year 2024 to 2025.

£ 12,960.00

2. Categories of grant spending

Total spend for internal category

School based extra-curricular opportunities

£ 0.00

Internal sports competitions

£ 0.00

Top-up swimming lessons or broadening aquatic opportunities for pupils

£ 0.00

Active travel

£ 0.00

Equipment and resources

Note: this is considered capital expenditure and any funding should fall within your schools 'de minimis' value.

£ 911.00

Membership fees

£ 0.00

Use of educational platforms and resources

£ 549.00

2. Categories of grant spending

Total spend for external category

Activities organised by School Games organiser network

£ 0.00

Other inter-school sports competitions

£ 0.00

External Coaching staff

Note that coaches should not replace the need for primary teaching staff and schools should not use the grant to fund annually repeated coach-led initiatives.

£ 4,000.00

Total school spending on external activities

For academic year 2024 to 2025.

£ 4,000.00

2. Categories of grant spending

Total spend summary

Total spend of all categories in academic year 2024 to 2025, based on your inputs, is below.

Total CPD category spend

£ 12,960.00

Total internal category spend

£ 1,460.00

Total external category spend

£ 4,000.00

Total spent of PE and sports premium

For academic year 2024 to 2025.

£ 18,420.00

9. School specifics

Your school's PE and sport premium funding and payments

The table below confirms the PE and sport premium funding allocated to your school and the subsequent payments made, for academic year 2024 to 2025:

School name	Haworth Primary School
UKPRN	10057172
October 2024/February 2025 payment	10,745.00
April 2025 payment	7,675.00
Total allocation value for academic year 2024 to 2025	18,420.00

Enter the total amount of grant funding your school received for academic year 2024 to 2025

If the total amount matches the table above, please just re-enter the same amount below

£	18420
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