

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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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?
Increased confidence in staff's delivery of the PE curriculum due to CPD. Broad Range of sports offered in the PE curriculum. Broad range of opportunities to access sport as participants and spectators. Use of GetSet4PE allows for a more consistent delivery of the PE curriculum across the school.	Mapping the curriculum, enrichment and sport has shown a large range of opportunities for KS2 children. Positive reporting from parents and children around the broader range of activities and the enthusiasm this has provided their children. Specialists and staff have stated an increased confidence in delivering some areas of the curriculum.	Statutory provision of swimming has been reviewed but could be so again to maximise the use of the pool for more children. Additional opportunities for KS1 to access Sport still require developing. Continued CPD required in some areas.	The swimming pool is still only utilised by years 2 and 3, meaning data is not as accurate when reported. Mapping the school opportunities shows a broader range of sports but this is still KS2 heavy.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
KPI 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport We will continue to partner with PASS (Physical Activity and School Sport) to provide comprehensive Continuing Professional Development (CPD) and tailored support for teachers. This will ensure that staff are confident and skilled in delivering high-quality PE lessons, fostering a consistent and inclusive approach to physical education across all year groups. Approx £9000 (PASS and dance enrichment) KPI 4: Broader experience of a range of sports and activities offered to all pupils We will continue to provide our pupils with an exceptional variety of sporting activities, both within the curriculum and through extra-curricular opportunities. By continuing to offer a broad spectrum of traditional and alternative sports, we aim to inspire every child to find a physical activity they enjoy, building their physical skills, confidence, and becoming habitually active Approx: £5,000 (BMX bikes, skate boarding) KPI 5: Increased participation in competitive sport We aim to ensure that all pupils have access to a wide range of sporting opportunities This will be targeted to those who are less active, disadvantaged, or with SEND. Where there are currently not opportunities to suit the needs or wants of	KPI 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Audit Staff Competence: At the start of the academic year, we will carry out a comprehensive audit of all teaching staff to assess their current confidence and competence in delivering PE lessons in a range of skills and sports. This will identify areas for development and allow us to tailor CPD accordingly. Timetabling Support and CPD: Based on the audit results, we will collaborate with PASS (Physical Activity and School Sport) to create a CPD program that addresses individual needs. Teachers (where possible) will engage in team teaching to support their subject knowledge and delivery of PE. Re- audit for Improvement: After the CPD sessions and support have been implemented, a follow-up audit will be conducted later in the year to measure improvements in teacher confidence and ability. This re-audit will help us evaluate the effectiveness of the support and make adjustments where necessary KPI 4: Broader experience of a range of sports and activities offered to all pupils Ensure existing successful enrichment has been rebooked: Breakdancing, skateboarding and dance enrichment to be rebooked and added to the school calendar. Pupil voice carried out: A pupil voice will be conducted across both key

Intended actions for 2025/26

these children, Loose Primary will host inter-school competitions. By broadening the range of sports and activities on offer and creating strong pathways into community and competitive sport, we will increase uptake, raise aspiration, and embed a culture of sustained participation for all pupils.

Approx: £5000 (Julie Rose stadium strip, PE lead cover to plan and run events)

Swimming top up lessons.

Approx: £2,000

stages to identify any new sports or opportunities the children would like to access.

3. **Research and booking:** providers are to be researched and booked where possible.

KPI 5: Increased participation in competitive sport

1. **Planning of the Julie Rose athletics trip:** a Trust wide working team has been established to arrange the trip.
2. **Explore existing KS1 competitions:** Contact PASS and the school games office for the sporting fixtures arranged for the academic year.
3. **Identify gaps in age phase provision and fill:** evaluate opportunities and plan events to fill gaps that aren't for KS1 and SEND.

Swimming top up lessons.

1. **Meet with swim teacher:** discuss swimming scheme used, pros and cons of the current system we are using, additional availability
2. **Reassess year 6:** ensure we have up to date data
3. **Arrange time for additional lessons**

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?
KPI 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport - staff feel more confident delivering a wider range of activities, including less traditional sports. - Higher quality PE lessons with clear skills - Improved outcomes for children with greater progress made - Ensure skills are embedded and transferable so staff continue to deliver high quality PE beyond the point of CPD	KPI 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport - staff CPD records - Staff surveys - Lesson observations - Feedback from external specialists - Sports mark award retained
KPI 4: Broader experience of a range of sports and activities offered to all pupils - increased engagement from children who were previously less active - children develop a wider range of skills - higher levels of inclusivity - improve cultural capital	KPI 4: Broader experience of a range of sports and activities offered to all pupils - LTP and curriculum, Sport and PA offering - Photos and videos - Pupil voice - Case studies of individual children
KPI 5: Increased participation in competitive sport - higher numbers of children representing the school in competitions - increased confidence and resilience in the children - an increased profile of Sport in the school that can inspire and build a sense of pride - a stronger sense of community and belonging	KPI 5: Increased participation in competitive sport - Competition registers - % of pupils representing the school in each KS - LTP and curriculum, Sport and PA offering - Photos - News letters

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
The investment in staff professional development and high-quality curriculum resources has had a significant impact on increasing staff confidence, knowledge and skills in teaching PE. The specialist CPD provided through PASS (£7,500) has equipped teachers with the skills and confidence to deliver a broader range of activities, while improving the quality and consistency of PE teaching across the school. The GetSet4PE scheme of work (£389.17) has provided staff with clear lesson progression, skill development and assessment guidance, ensuring PE lessons are well-structured and focused on developing fundamental and sport-specific skills. The Enrich outdoor learning resource (£52.50) has further broadened staff expertise by supporting the delivery of high-quality outdoor and adventurous activities. As a result, pupils have experienced more engaging, inclusive and progressive PE lessons, leading to improved skill acquisition, greater progress and increased participation. The combination of specialist training and sustainable curriculum resources has embedded good practice across the school, ensuring that staff can continue to deliver high-quality PE independently beyond the period of CPD, creating a lasting legacy for both teachers and pupils. The investment in providing a broader range of sporting and physical activity experiences has significantly enhanced pupils' engagement, participation and cultural capital. Attendance at an international hockey fixture (£418.36) and Wimbledon (£229.17) gave pupils the opportunity to experience elite sport first-hand, inspiring them through positive role models and increasing their understanding of sporting pathways beyond the school environment. These experiences enriched pupils' appreciation of different sports while developing their knowledge of sportsmanship, competition and aspiration. The breakdancing and	KPI 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport - Lesson observations - Staff feedback - Feedback from external specialists - Sports mark award retained (TBC – being completed this week) KPI 4: Broader experience of a range of sports and activities offered to all pupils - LTP and curriculum, Sport and PA offering - Photos and videos - Pupil voice - Case studies of individual children KPI 5: Increased participation in competitive sport - Competition registers - LTP and curriculum, Sport and PA offering - Photos - News letters

Actual impact/sustainability and supporting evidence

beatboxing workshops for Years 3 and 4 (£600) introduced pupils to alternative physical activities that appealed to a wide range of interests, particularly engaging children who may not traditionally participate in competitive sports. This increased levels of participation among previously less active pupils, promoted inclusivity and encouraged creativity, confidence and self-expression through movement. This was also seen in the delivery of a term of skateboarding (£1500) for the children in year 5. As a result, pupils developed a broader range of physical, social and personal skills while experiencing activities that reflected a diverse sporting culture. These opportunities have helped foster positive attitudes towards lifelong participation in physical activity and have significantly enhanced pupils' cultural capital by exposing them to experiences beyond the standard PE curriculum.

The investment of £3,595.13 in the Trust Athletics Event for all Year 4 and Year 5 pupils has had a significant impact on increasing participation in competitive sport and raising the profile of physical activity across the school. By providing every child in these year groups with the opportunity to compete alongside pupils from other Coppice Primary Partnership schools, participation in competitive sport increased substantially, enabling many children to represent the school who may not otherwise have had the opportunity. Taking part in a large-scale athletics event developed pupils' confidence, resilience and determination as they challenged themselves in a supportive but competitive environment. The presence of professional athletes inspired pupils to aim high, demonstrating the values of commitment, perseverance and excellence while encouraging positive attitudes towards sport and healthy lifestyles. This in turn reinforced the schools values and whole school improvement. The event also strengthened relationships across the Trust, fostering a strong sense of community, belonging and pride as pupils supported one another and celebrated collective success. The experience has raised the profile of sport within the school, inspired greater enthusiasm for competition and participation, and contributed to a lasting culture where pupils

Actual impact/sustainability and supporting evidence

are motivated to represent their school with confidence and pride.

The planned investment of **£4,740** in outdoor waterproof clothing and wellington boots will support the school's commitment to ensuring pupils achieve at least **60 minutes of physical activity each day**. By providing appropriate clothing for all weather conditions, pupils will be able to remain active outdoors throughout the winter months, removing barriers to participation caused by poor weather or lack of suitable clothing. This investment will directly support the school's OPAL (Outdoor Play and Learning) project by enabling children to access high-quality outdoor play experiences all year round, increasing levels of daily physical activity, active play and exploration. The provision will also promote inclusivity by ensuring all pupils, regardless of personal circumstances, can participate fully in outdoor activities. It is anticipated that this investment will lead to improved physical wellbeing, greater engagement in active play, enhanced social skills and resilience, and the establishment of positive lifelong habits around regular physical activity.