



# PE Funding

## Evaluation Form



Department  
for Education

 association for  
**Physical  
Education**  
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# 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.*

## Intended actions for 2024/5

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>1. <b>Staff confidence and skills.</b> Improvement in the knowledge, skills, and confidence of all staff in teaching PE and sport.</p> <p>To ensure all staff, including teachers and teaching assistants, take a lead role in PE by developing their skills and knowledge through co-teaching with specialist coaches in cricket, skipping, and football, and collaborating with colleagues from the Federation to build confidence and expertise.</p>	<p>All teaching staff and teaching assistants are actively involved in the delivery of PE lessons, taking lead roles with support from subject leaders and coaches.</p> <p>Specialist coaches in cricket, skipping, and football are timetabled to work alongside staff during curriculum lessons, co-teaching and modelling best practice. This ensures that staff are gaining practical strategies and subject knowledge in real time.</p> <p>Staff are provided with opportunities to observe, team-teach, and then independently deliver sessions, allowing skills and confidence to grow progressively.</p> <p>The PE leads (Mrs Campbell and Mr Morris) and Federation colleagues support planning and review of units, ensuring consistency and progression across year groups.</p> <p>CPD opportunities, such as workshops, staff meetings and in-lesson coaching, are embedded to maintain ongoing professional growth.</p> <p>Regular reflection and feedback sessions are used to monitor impact, identify further needs, and celebrate successes.</p>
<p>2. <b>Regular physical activity for pupils.</b> Increased engagement of all students in regular physical and sporting activities.</p> <p>To ensure all pupils access their full PE curriculum entitlement, while developing a trained team of sports leaders through the School Sports Partnership (Places4Leisure) to promote active playtimes and active</p>	<p><b>Implementation</b></p> <p>All pupils access their full PE curriculum entitlement, ensuring regular structured physical activity within school hours and promoted after school activities through school offer at Longhorsley or at Whalton mostly through PAWS (Pre-School and After School).</p> <p>A team of trained sports leaders is established, with members drawn from across year groups, to promote and lead physical activity during break times, lunchtimes, and special events.</p>

## Intended actions for 2024/5

journeys to school, supported by National Incentive Weeks and other partnership-led initiatives.

3. **Raised profile of PE and sport.** A higher profile for PE and sport across the school, using it as a tool for broader whole-school improvement.

To raise the profile of PE and sport by offering sports festivals through the Sports Partnership, promoting local clubs and activities, enhancing communication via the school website, social media (X), and curriculum newsletters, ensuring pupils wear PE kit on lesson days, and encouraging all staff to model active participation in line with the PE policy.

Sports leaders receive training through the School Sports Partnership (Places4Leisure) to develop leadership skills, safe practice, and creative activity ideas.

Active playtimes are organised with a variety of games and equipment, designed to engage all pupils and cater to differing interests and abilities. Initiatives such as National Incentive Days/Weeks (e.g Walk to School Week, Santa Run, Bikeability) themed activity days, and in school challenges are implemented to increase motivation and participation.

The school promotes active journeys to school through campaigns, competitions, and engagement with parents, supported by resources from the School Sports Partnership.

Participation data and feedback from pupils are monitored regularly to adapt activities and ensure inclusivity and sustained engagement. (data submitted includes – gender, race, send etc)

Sports festivals and events are arranged through the School Sports Partnership to give pupils opportunities to compete, collaborate, and celebrate sport – both through The Schools Game Organiser and through our own organisation across the Federation and with The Font Alliance. Links with local sports clubs are actively developed and advertised to pupils and parents through newsletters, noticeboards, the school website, and social media platforms such as X.

The school website and social media channels are regularly updated with PE news, achievements, and upcoming events to raise the visibility of sport and celebrate pupil success.

Curriculum newsletters include details of PE topics and events so parents/carers are informed and can support their child's engagement. PE kit is worn by pupils on their designated PE days to ensure maximum participation and efficient use of lesson time.

All staff follow the PE kit policy to model active participation, demonstrating commitment to PE and fostering a culture of physical activity.

## Intended actions for 2024/5

### 4. Broader range of activities.

Offering a wider and more equal experience of different sports and physical activities to all pupils.

To develop a varied two-year sports programme through curriculum planning and enhancement days, providing pupils with opportunities to experience a wide range of sports and activities, including rotations of golf, hockey, football, rugby, skipping, cricket, netball, and basketball, alongside enrichment taster sessions such as Hoopstarz, Gymnastics (to develop other fields in the future)

The PE curriculum is planned to include a wide variety of sports, ensuring pupils experience diverse physical activities over a two-year cycle, including golf, hockey, football, rugby, skipping, cricket, netball, and basketball. Curriculum planning incorporates rotation of these sports so all pupils have equal access to a broad range of activities, building skills and interest across different disciplines.

Enhancement days are scheduled throughout the year to introduce new sports and physical challenges, providing variety and maintaining pupil engagement. For example: Teaming up with our school games organiser to celebrate National Fitness Week and offering children sports they may not have experienced e.g. Climbing Wall, Bowling..

Enrichment opportunities, such as taster sessions with specialist providers (e.g., Hoopstarz, Gymnastics), are organised to expose pupils to new activities and experiences beyond the core curriculum. More enhancement will be sought.

Specialist coaches and external providers are engaged to deliver high-quality sessions, ensuring pupils are taught correct techniques and inspired to try new sports.

Feedback from pupils is gathered to help shape future activities and ensure the offer meets their interests and needs.

Opportunities are provided for pupils to continue activities outside the school day through links with local clubs and community programmes.

Pupils are provided with regular opportunities to participate in competitive sport through events organised by the School Sports Partnership.

Competitions are integrated into the school calendar, including intra-school and inter-school events to ensure wide participation.

Collaboration with The Federation is used to organise fixtures, tournaments, and friendly matches, broadening competitive opportunities for pupils.

## Intended actions for 2024/5

### 5. Competitive sport. Increased participation in competitive sport.

To provide pupils with increased opportunities to participate in competitive sport through the School Sports Partnership, collaboration with The Federation, and, from January 2025, engagement with The Font Alliance.

From January 2025, opportunities through The Font Alliance will be explored and integrated to further expand competitive sport provision. Staff and sports leaders support pupils in preparing for competitions, including skills development, team building, and understanding sportsmanship. Participation is monitored to ensure inclusivity, with strategies in place to encourage all pupils, including those less confident, to take part. Achievements in competitive sport are celebrated through Celebration Collective Worship (for both sporting achievements in and outside of school e.g. The Pony Club, Park Runs, The Junior Great North Run, Swimming Awards ....), newsletters, and displays to motivate pupils and raise the profile of competitions.

## Expected impact and sustainability will be

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>Impact / Intended Impact / Sustainability</b></p> <ul style="list-style-type: none"><li>Increased staff confidence, expertise, and independence in delivering high-quality PE lessons, reducing reliance on external coaches over time</li><li>Higher levels of pupil engagement in physical activity, with more children participating regularly in both curriculum and extra-curricular sport</li><li>Greater variety in sporting opportunities leading to improved pupil skills, enjoyment, and lifelong engagement with physical activity.</li><li>Stronger links with local sports clubs and partnerships, creating sustainable pathways for pupils to continue sport beyond school.</li><li>Enhanced whole-school culture that values PE and physical activity, with staff and pupils modelling active lifestyles</li><li>Long-term sustainability through trained sports leaders, embedded PE planning, consistent communication with parents, and ongoing collaboration with external partners such as the Federation and School Sports Partnership</li></ul>	<p><b>Monitoring of staff confidence and skills</b> through lesson observations, peer observations, and reflective feedback from teachers and teaching assistants.</p> <p><b>Pupil participation records</b> showing increased numbers taking part in PE lessons, enrichment activities, competitions and active playtimes.</p> <p><b>Assessment of pupil progress</b> in PE, showing improved skills across a variety of sports over the two-year programme.</p> <p><b>Evidence of variety in provision</b> via curriculum plans, enrichment day schedules, and records of specialist coaching sessions.</p> <p><b>Records of competitions and events</b> attended, including sports festivals, intra-school tournaments, and inter-school fixtures.</p> <p><b>Parent and pupil feedback</b> collected via surveys or questionnaires, showing awareness and engagement in PE opportunities.</p> <p><b>Communications and publicity</b> such as website updates, newsletters, social media posts, and displays celebrating achievements.</p> <p><b>Sustainability evidence</b> through staff CPD logs, trained sports leaders registers, and continued collaboration with partners such as the Federation and School Sports Partnership.</p>

## Actual impact/sustainability and supporting

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>Expected Impact</b></p> <ul style="list-style-type: none"> <li>Pupils will have increased participation in a broad range of physical activities and competitive sport, developing skills, confidence, and a lifelong engagement in physical activity</li> <li>Staff will have improved expertise and confidence in delivering high-quality PE, reducing dependency on external coaches.</li> <li>PE and sport will have a higher profile across the school, contributing to a positive whole-school culture that values health, teamwork, and well-being</li> <li>Stronger links with external partners (School Sports Partnership, Federation, Font Alliance) and local clubs will create extended opportunities for pupils</li> </ul> <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>Continued professional development for staff embedded into school practice, ensuring ongoing quality PE delivery</li> <li>A trained team of sports leaders who can maintain active playtimes and promote sport across the school</li> <li>A structured and varied two-year sports programme embedded in the curriculum, supported by enrichment days and specialist input.</li> <li>Ongoing partnerships with local clubs and sports networks to maintain opportunities beyond the school day</li> <li>A culture of celebrating sporting achievement, ensuring PE remains a valued part of school life for years to come</li> </ul>	<p><b>1. Participation &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>Registers and records of pupil attendance in PE lessons, clubs, competitions, and enrichment activities</li> <li>Data showing increased numbers of pupils engaged in sport over time, including less active pupils and those with additional needs</li> <li>Photos/videos of pupils participating in lessons, festivals, tournaments, and active playtimes</li> </ul> <p><b>2. Quality of PE Delivery</b></p> <ul style="list-style-type: none"> <li>Lesson observation notes and feedback showing improved teaching quality and confident delivery by staff</li> <li>Staff CPD logs recording attendance at training, workshops, and in-lesson coaching sessions</li> <li>Examples of lesson plans that show a variety of sports and progression across the curriculum</li> </ul> <p><b>3. Competitive Opportunities</b></p> <ul style="list-style-type: none"> <li>Records of participation in competitions, including lists of pupils, events attended, and results</li> <li>Certificates, trophies, or awards earned</li> <li>Timetables showing intra-school and inter-school competitions</li> </ul> <p><b>4. Broader Profile of PE</b></p> <ul style="list-style-type: none"> <li>Curriculum newsletters, website updates, and social media posts (although this needs to be a further point for development) highlighting PE and sport activities</li> <li>Evidence of parental engagement – feedback, surveys, or attendance at events</li> </ul> <p><b>5. Sustainability</b></p> <ul style="list-style-type: none"> <li>Records of trained sports leaders and their timetabled activities – however, although the training has happened and resources have</li> </ul>

## Actual impact/sustainability and supporting

been purchased the engagement is poor as children like to develop their own games in their free time – all of which are active – so we will keep it on and see how it evolves next year

- CPD plans showing ongoing training for staff
- Partnership agreements or correspondence with external organisations (e.g., School Sports Partnership, Federation, Font Alliance, local clubs)
- Documentation of enrichment days and curriculum rotation schedules