



# St Mary's CofE School PE Funding Evaluation Form 24/25

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 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.*

**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>Increased participation in PE lessons and sports-related activities.</p> <p>Higher levels of motivation, enthusiasm, and skill development among pupils.</p> <p>Purchase of additional playtime sports and play equipment, which has supported the development of fine and gross motor skills, teamwork, and enjoyment.</p> | <p>Observations and feedback indicate greater pupil engagement and enjoyment in PE and playtime activities.</p> <p>Teacher surveys and discussions confirm increased confidence in teaching PE after CPD sessions.</p> <p>Monitoring shows more pupils participating in physical activity during school hours and in</p> | <p>Teacher confidence still requires development in adapting lessons for a range of attainment levels, using the scheme of work effectively, and implementing assessment strategies.</p> <p>Extra-curricular opportunities remain limited, despite good external pathways.</p> <p>Engagement of children with SEND (Special</p> | <p>Teacher feedback highlights uncertainty in adapting lessons and assessing progress consistently.</p> <p>Current extra-curricular provision is minimal compared to demand and aspirations.</p> <p>Observations and participation records show lower engagement levels among SEND/SEMH pupils.</p> |

|                                                                                                                                                                                                                                                                                    |                                                                                                                                 |                                                                                                                                                                                                       |                                                                                                                                              |
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| <p>Positive impact of CPD (Continuing Professional Development) – teachers report feeling more confident in delivering PE lessons.</p> <p>Established pathways into local sports clubs such as Northchurch Cricket Club and Raiders Football, supporting community engagement.</p> | <p>structured playtime.</p> <p>Strong links to community clubs provide evidence of clear pathways for pupils beyond school.</p> | <p>Educational Needs and Disabilities) and SEMH (Social, Emotional, and Mental Health) needs is not fully effective.</p> <p>Use of data to inform decision-making and planning needs improvement.</p> | <p>Lack of robust data analysis in planning and reviewing PE initiatives indicates underdeveloped data-driven decision-making processes.</p> |
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| What are your plans for 2024/25?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | How are you going to action and achieve these plans?                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Improve teacher confidence and competence in delivering high-quality PE lessons through structured CPD and support.</p> <p>Increase overall physical activity levels during the school day to promote health and wellbeing.</p> <p>Provide inclusive opportunities for children with SEND to participate fully in physical activity, building confidence and engagement.</p> <p>Develop fundamental movement skills in EYFS, particularly balance and early cycling skills, to ensure progression to Bikeability Level 1 and 2 in Upper KS2.</p> <p>Enhance leadership skills in Year 6 pupils to promote active play and equipment management during break times.</p> | <p>Teacher Development:</p> <p>External coaches to support teachers via a gradual release model:</p> <p>Teachers observe expert-led lessons.</p> <p>Teachers team-teach alongside the coach.</p> <p>Teachers lead lessons independently with feedback provided.</p> <p>Increasing Physical Activity:</p> <p>Purchase additional sports and play equipment to enrich lunchtime and playtime activities.</p> <p>Train and develop Year 6 play leaders to manage equipment and organize inclusive games.</p> |

SEND Inclusion:

Provide targeted interventions and adapted activities for children with SEND to promote participation, confidence, and enjoyment in PE and active play.

EYFS Physical Development:

Implement a programme to develop balance and early cycling skills through balance bikes and structured activities, ensuring future readiness for Bikeability.

## 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?                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p>Teachers demonstrate increased confidence and competence in planning and delivering inclusive PE lessons.</p> <p>Pupils are more active throughout the school day, with improved engagement in physical activity during breaks and lunchtimes.</p> <p>SEND pupils feel more included, showing improved confidence and participation in PE and active play.</p> <p>EYFS pupils develop core stability and cycling readiness, enabling all children in Years 5 &amp; 6 to access Bikeability Level 1 and 2 successfully.</p> <p>Year 6 leaders contribute to a positive play culture, fostering responsibility, teamwork, and increased activity for younger pupils.</p> | <p>Teacher Confidence &amp; Competence<br/>Expected Evidence:</p> <p>Teacher self-assessment surveys before and after CPD.</p> <p>Lesson observations demonstrating improved delivery and differentiation.</p> <p>Feedback forms from external coaches highlighting teacher progression.</p> <p>Increased teacher independence in planning and delivering PE lessons.</p> <p>Increased Physical Activity<br/>Expected Evidence:</p> <p>Playtime and lunchtime activity audits showing more pupils actively engaged.</p> |

## Expected impact and sustainability will be achieved

Pupil voice surveys indicating enjoyment and participation in active play.

Use of equipment log maintained by Year 6 leaders.

Daily mile/active breaks recorded in class logs.

SEND Inclusion

Expected Evidence:

Participation records showing increased involvement of SEND pupils in PE and playground activities.

Observations and teacher feedback on confidence and engagement of SEND pupils.

Individual success stories or case studies highlighting progress.

EYFS Balance and Cycling Skills

Expected Evidence:

Baseline and end-of-year assessments for EYFS physical development (balance, coordination).

## Expected impact and sustainability will be achieved

Photos/videos of children demonstrating improved skills.

Percentage of Year 5 & 6 pupils achieving Bikeability Level 1 and 2 (tracked over time).

Year 6 Leadership Development  
Expected Evidence:

Training logs and certificates for Year 6 leaders.

Playtime equipment audits showing effective management.

Observations of Year 6 pupils organizing and leading games.

Peer and teacher feedback on leadership impact.

## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What <b>evidence</b> do you have?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p>Teacher Development:</p> <p>Teachers who engaged in the supported teaching model (observe → team teach → lead) now demonstrate increased confidence and subject knowledge in PE delivery.</p> <p>More consistent lesson structure and improved use of PE schemes of work across classes.</p> <p>Physical Activity Levels:</p> <p>Increased pupil engagement in structured and unstructured physical activity during break and lunchtime.</p> <p>Positive pupil feedback reporting more enjoyment and opportunities to be active.</p> <p>SEND Inclusion:</p> <p>Targeted interventions have led to higher participation rates</p> | <p>Teacher Confidence &amp; Competence</p> <p>CPD attendance logs.</p> <p>Teacher self-assessment surveys (after CPD).</p> <p>Lesson drop in notes showing improved planning, delivery, and differentiation.</p> <p>Verbal feedback reports from external coaches.</p> <p>Increased Physical Activity</p> <p>Staff Voice of Daily Mile.</p> <p>Observation and pupil voice during lunch time play.</p> <p>SEND Inclusion</p> <p>Participation registers showing increased involvement of SEND pupils in PE and play activities.</p> <p>Case studies of individual progress for SEND and SEMH</p> |

## Actual impact/sustainability and supporting evidence

of SEND pupils in PE and playground activities.

Some pupils with SEMH needs show improved confidence and social interaction during physical activity.

EYFS Readiness:

Children entering KS1 show stronger balance and coordination skills.

Early introduction to balance bikes has improved readiness for future Bikeability training.

Leadership:

Year 6 leaders have developed responsibility and organizational skills, successfully managing equipment and promoting active play.

Sustainability

Teachers now have greater competence to deliver high-quality PE independently, reducing reliance on external coaches in future years.

pupils.

Teacher observation notes highlighting confidence and social engagement.

EYFS Development

Baseline and follow-up assessments of balance and coordination.

Records of participation in balance bike programme.

Photo and video evidence of skill development in early years.

Year 6 Leadership

Observation of leaders supporting active play and equipment management.

Community Links

Communication logs with local sports clubs (e.g., Northchurch Cricket Club, Raiders Football).

## Actual impact/sustainability and supporting evidence

Year 6 leadership model is embedded and can be repeated annually with minimal cost (training passed on internally).

Investment in quality sports and play equipment will have long-term benefits for active play beyond this academic year.

Early intervention in EYFS ensures a continuous pipeline of pupils equipped for Bikeability, supporting long-term cycling confidence.

Positive community links (e.g., Northchurch Cricket Club, Raiders Football) remain established for future cohorts, promoting lifelong participation in sport.

Evidence of pupils attending or being referred to community sports pathways.