





SIS PE Funding Evaluation Form

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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 2024/5

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?
1. Ensure all children/families that need wrap around care can access it and this care includes healthy foods and physical exercise	22 children attended breakfast club and 44 attended after school club. Physical activity included in each session. Cookery included at special events. Staffing maintained.		Staffing needs to be maintained. An increase in staffing would allow for greater outdoor sports/activities.
2. Ensure all children/families with mental health related barriers to education have access to support to overcome this difficulty	Full time FSA role maintained. Training inc WOW, ELSA, Drawing and Talking and PEEP used with 16 children.	Trained pastoral TA support not available due to lack of funding.	Two TAs moved midyear to support mental health of individual leaving deficit in class support. More referrals for FSA support than time available to meet need.
3. Ensure children have access to a wide range of experiences that enable them to find and grow sport-related strengths	Clubs offered include: Art, Cookery, Drawing, Origami, Dodgeball, Lego and Dance. All clubs over subscribed. Skipping workshop provided high quality experience.	Limited/no opportunities for competitive sports or sports beyond school.	Opportunities for competitive sports not found and needs prioritising in future years.
4. Ensure all staff providing Physical Education are enabled to do so confidently and capably	Learning from gross Motor training applied. Staff confidence improved, particularly in EYFS.	Upskilling of KS1 staff	Some KS1 staff have requested additional support.
5. Ensure children's free time is spent accessing high quality play that supports their physical and mental health	EYFS outdoor equipment improved. Pod space resourced. Trim trail developed to enable increased use.		

Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
PESS grant for 25/26 based on Jan 24 census. (Sept NOR: 111) Total Grant - £17,110 1. Ensure all children/families that need wrap around care can access it and this care includes healthy foods and physical exercise. 2. Ensure all children/families with mental health related barriers to education have access to support to overcome this difficulty. 3. Ensure children have access to a wide range of experiences that enable them to find and grow sport-related strengths, including competitive sports. 4. Ensure all staff providing Physical Education are enabled to do so confidently and capably. 5. Ensure children's outdoor learning time is spent accessing high quality resources that support their physical and mental health.	1. Continue and extend breakfast and afterschool provision: staffing contribution £2115, £1057.50 + £3189. 2. Continue and extend mental health support through FSA: staffing contribution £5818. 3. Continue and extend after school clubs and opportunities for engaging in competitive and new sports: Forest School Association fee £35; in-house competitions £190 (supply day); fencing/gymnastics/new sport day £500. 4. CPD for staff delivering PE, school sport and physical activities £2,500. 5. Extend and enable outdoor learning activities that include physical and mental engagement: £1,700 (sandpit/digging area in garden for lunchtimes, pond fixtures to ensure accessibility and safety for all).

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?
1. More children/families will access before/after school care. 2. Children/families will access support that enables them to overcome mental health related barriers and so be able to meet academic outcomes. 3. Children will experience new sports and take part in competitive sport – some children may continue these outside of school. 4. Staff will lead high quality sessions. Their knowledge will be drawn upon in future years. 5. More children will be engaged in high quality outdoor learning activities – their physical development will support core and fine motor skills and their wellbeing will be high.	1. Increase in numbers on registers 2. Tracking of support and its impact 3. Pupil feedback 4. Staff feedback and monitoring 5. Staff and pupil feedback. Increased performance in academic as well as physical outcomes.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
1. The number of children attending breakfast and after school clubs from the infant school has increased with more Reception children attending than ever before. Breakfast and after school clubs are breaking even financially with the grant. A slight reduction in staff hours (slightly higher staff:child ratio) will enable sustainability when the grant is removed. 2. FSA has supported 5 families this year through WOW training, EHAPs and signposting. Reception completed 1 term of cook and connect. The FSA has also completed ELSA and Drawing and Talking pastoral interventions with 8 pupils over the year. The FSA also completed 6 weeks of PEEP sessions for new Reception children starting in September 2026. 3. Outdoor learning continues weekly in Reception and in blocks of 6 weeks in KS1. Inter-house competitions have included cross country and sports morning this year. Speed stacking workshops were completed with all classes and has been used most effectively at lunchtimes. Rugby Tots and Karate taster sessions have also been provided. 4. Helen Batterley completed music and movement sessions with all classes up to Y1. Teachers were present and have used modelling to impact their own lessons. Helen ran different workshops in each class, staff have collaborated and shared this practice between them. Reception have stated using the bespoke EYFS PAAP PE programme. The school has purchased a subscription for Get Set for PE which will underpin all KS1 PE more effectively from now on. 5. Lunchtimes are active times for pupils who use continuous provision to choose resources to play with – resources include gross motor tasks such as bikes, trikes, basketball, large loose parts, trim trail, hula hoops and bats and balls. And fine motor control through Lego building, drawing and reading. Imagination is fostered through small world play. Digging and/or sand pit remains to be built but would be a positive step for next year.	1. Registers show attendance over time. 2. Support is tracked and outcomes logged. 3. Photos of new sports are available and shared with families. Timetable show outdoor learning allocations. Speed stacking cups are available at lunchtimes. 4. Teachers and subject leaders planning. Staff feedback and monitoring. 5. Improved behaviour at lunchtimes (behaviour logs). Feedback and monitoring from staff. Pupil voice via wellbeing and ofsted-style surveys.