

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 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.

Review of last year 2023/24

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>Children took part in a wide range of sporting events:</p> <p>Y5/6 Tag Rugby competition</p> <p>Y5 Sports Leader Training</p> <p>Y3-6 Cross Country Finals</p> <p>Year 4 Rugby Festival</p> <p>Tag Rugby Finals</p> <p>Y6 Sports Hall Athletics</p> <p>Y3 ASC Gymnastics</p> <p>Y4 ASC Gymnastics</p> <p>Y4 Sports hall Athletics</p> <p>Year 2 Multi Sports Festival</p> <p>Year 6 Sports Hall Athletics</p> <p>ASC Netball</p> <p>Year 3 Netball Skills</p> <p>EFL Kids Cup</p> <p>EYFS Multi Skills Festival</p> <p>Y5/6 Cup and Plate Boys Football</p> <p>Y5/6 Girls Football</p> <p>Active Schools Festival</p> <p>Active Schools ASC</p> <p>Y5/6 Netball Skills Festival</p> <p>Year 6 Hockey</p> <p>Year 6 Netball Finals</p> <p>Y5 Dodgeball</p> <p>Active Schools ASC</p> <p>KS1 Literacy Trail</p> <p>Y5/6 Outdoor Athletics</p> <p>Y2 Multi skills</p>	<p>The school achieved the prestigious 'Platinum' Award for PE.</p> <p>Attendance at multi-sport events has ensured regular engagement in a wide variety of sports for children in all year groups.</p> <p>Children have gained confidence, knowledge and skills in a variety of sports and understand how to be part of a team.</p> <p>Children have increased activity to at least 60 minutes per day, often going far beyond this.</p> <p>Less confident children have been supported to engage in sports.</p> <p>Staff have been supported to develop their understanding and knowledge of teaching sport.</p> <p>Sport has a high priority across the school and in the wider community.</p> <p>All children participate in competitive sports and are we have successfully competed against other schools.</p> <p>Transition with Conyers Secondary school has strengthened links.</p>		

Review of last year 2023/24

Y5/6 Tess Valley Athletics finals Cricket DF Coaching with Levensale Staff CPD for Year 1, 2, 3 and 4 PE equipment Stockton Schools Sports Partnership membership	We have the necessary sports equipment.		
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Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Attend Stockton Sports partnership events including training for children to become sports leaders.</p> <p>DF Coaching and Conyers PE specialist to support the delivery of sport and CPD of staff.</p> <p>Ensure we have appropriate resources to be able to participate in a wide range of sports and activities, including beyond curriculum requirements.</p> <p>All children to have opportunities for physical activity, every day and 2 sessions of PE per week.</p> <p>Wraparound provision to have opportunities for physical activity.</p>	<ul style="list-style-type: none"> • Children to have more opportunities for undertaking physical activity during break time and lunch time. • Pupil survey to determine what type of play equipment they would like in the play boxes on the playgrounds; purchase new equipment (and replace old/unfit equipment as necessary) in line with requests to promote active play at non-structured times of the school day. • Children to have higher quality PE provision within timetabled physical activity during the school day. • Employ a PE specialist from Conyers School to work alongside Levendale staff in order to deliver higher-quality specialist teaching where needs are identified. • Use qualified sports coaches from DF Coaching to teach alongside current staff to improve pedagogy and provide CPD opportunities. • Organise a range of after-school PESPA clubs to cater for the requests of pupils, including those least active. Coordinate a range of after school clubs using external providers. These clubs have included netball, hockey, tag rugby, football, dance, cheerleading, multi-skills, athletics, running and balance bike sessions. • Purchase resources for these after-school clubs as appropriate (with support from the PTA as appropriate). • To enable inter-MAT CPD from specialist secondary colleagues with PE teaching qualifications. • Employ a PE specialist from Conyers School to work alongside Levendale staff in order to deliver higher-quality specialist teaching where needs are identified (linked to actions within KI 1 above). • Improve access to specialist sports coaches in other PESPA areas. • Employ further specialised coaches to teach alongside Levendale staff for the purposes of improving provision for the children and also providing CPD for staff. • To enable a greater proportion of children to access a broad range of sports and activities, organised by the school or the Stockton School Sports Partnership. • Coordinate a wider range of after-school clubs to enable participation by a greater proportion of children, considering pupil voice, and targeting those children who may not have accessed ASC sports provision previously. • To promote participation in a wide range of inter-school competitive sports.

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?
<p>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Broader experience of a range of sports and activities offered to all pupils.</p> <p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Increased participation in competitive sport.</p> <p>The profile of PE and Sport is raised across the school as a tool for whole school improvement.</p>	<p>Attendance at Stockton Sports partnership events will be high, including training for children to become sports leaders.</p> <p>DF Coaching and Conyers PE specialist will support the delivery of sport and CPD of staff.</p> <p>We have appropriate resources to be able to participate in a wide range of sports and activities, including beyond curriculum requirements.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Broader Experience of a Range of Sports and Activities</p> <ul style="list-style-type: none"> By offering a wider variety of sports and physical activities, all pupils were given the opportunity to find something they enjoy, leading to greater enthusiasm and sustained participation. This inclusivity promotes physical literacy and ensures pupils of all abilities and interests can engage meaningfully. The variety also contributed to improved fitness levels, motor skills, and mental well-being, supporting long-term healthy lifestyles. <p>Increased Confidence, Knowledge, and Skills of All Staff in Teaching PE and Sport</p> <ul style="list-style-type: none"> Continued professional development empowers staff with the confidence and competence to deliver high-quality PE lessons. Well-trained teachers are better able to engage all students, adapt lessons to different needs, and promote inclusive participation. This investment in staff skills contributes to the sustainability of quality PE provision, as improvements are embedded in everyday teaching practices. <p>Increased Participation in Competitive Sport</p> <ul style="list-style-type: none"> Greater access to competitive opportunities fosters teamwork, resilience, and a growth mindset among pupils. It also helps build a sense of achievement and school pride. For many pupils, competition acts as motivation to participate regularly, while for others, it broadens their understanding of fair play and commitment. This can lead to life-long involvement in sport and physical activity. <p>The Profile of PE and Sport is Raised Across the School</p> <ul style="list-style-type: none"> When PE and sport are valued as tools for whole-school improvement, they influence wider outcomes such as behaviour, attendance, and academic achievement. Celebrating sporting successes and embedding physical activity into the school ethos encourages a culture where physical well-being is seen as essential. This whole-school approach supports sustainability by ensuring physical activity is not a standalone subject but part of a wider commitment to pupil development 	<p>Pupil participation records in different activities and sports Pupil voice about preferences, enjoyment, and confidence in various sports. Curriculum maps and timetables showing the range of activities offered throughout the year. Photos/videos showcasing diverse PE lessons, enrichment days, and after-school clubs.</p> <p>Impact feedback from staff about how CPD has changed their practice. Subject Leader reports and monitoring.</p> <p>Team and competition registers Photos and newsletters highlighting sporting achievements. Pupil feedback on how they feel about representing the school.</p> <p>Positive behaviour and attendance linked to physical activity engagement. Cross-curricular links. Pupil engagement data, especially where linked to active learning or improved focus. Assemblies, displays, and events that promote PE and sport as key to the school ethos. Feedback about the perceived value of sport in school life.</p>

Actual impact/sustainability and supporting evidence