

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 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 2024/25

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?
To ensure that all pupils are active for an average of 60 minutes a day, including being active during break times/ lunchtimes and active learning (Key indicator 2 Engagement of all pupils in regular physical activity) Additional loose parts, stage, tents added to the provision and other areas maintained well.	- At least 85% of children are engaged every day in active play using the OPAL resources. - Children talk very positively about the opportunities and play they engage with, including the celebrations of the 'golden welly' award. - OPAL Play Coordinator – "It's wonderful to see all the children engaging and enjoying play, taking turns and taking risks. We have so many opportunities to engage in active play, putting on shows, dancing on the stage and building with the large loose parts.	MOKI bands not used to the full capacity due to changes in guidance in wearing watches/ jewelry during active times. After checking with the MOKI team this has been resolved and to be used by each class for 3 week periods in Key Stage One in 25/26	MOKI bands have not been used this year to their full capacity due to health and safety changes.

Intended actions for 2025/26

What are your plans for 2025/26?

How are you going to action and achieve these plans?

Intent

To ensure that all children are participating in high quality PE by continuing to focus on staff development, ensuring that all teachers are confident in delivering high quality sessions across a range of areas. (Key indicator 1 – Increased confidence, knowledge and skills of all staff teaching PE and sport)

To ensure that all pupils are active for an average of 60 minutes a day, including being active during break times/ lunchtimes and active learning (Key indicator 2 Engagement of all pupils in regular physical activity)

Implementation

- Quality of teaching and learning will be developed through staff training and team teaching within school. Hawkes Health will provide mentoring and upskilling staff teaching in the areas of multi- skills and SAQ with children in Key Stage One.
- Dance CPD for further staff members to increase their knowledge and confidence in this area.
- Update/ replace resources for class sets to ensure that all children can participate fully in PE sessions. Including replacement of physical development resources in EYFS. Noodles purchased for additional activities to support gross motor development - noodle drumming in Reception.
- Resources for sensory circuits for SEND pupils across school.
- Additional coach for competitive sports day from reception to Year 2 in summer term. (Key indicator 5 Increased participation in competitive sport.)
- OPAL Leaders to be facilitated to monitor and develop additional play opportunities for the children through OPAL play.
- OPAL reaccreditation and access to OPAL community with CPD resources, led by CC for MSA's and play leaders
- MSA/ play leaders supporting children in OPAL and physical activities and development. Play leaders to encourage and support teamwork, managing risks and being active during these times.

£5007

£160

£630

£100

£70

£749.20

£1365

£250

£6839.68

Intended actions for 2025/26

To broaden the physical experiences for all children in school, within the school day and through after school clubs (Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils)	Dough disco in EYFS. All children take part in daily dough disco sessions to support their fine motor development in addition to providing active blasts each day.	£57.90
	Use of MOKI bands to promote being active across the school day. Replace and keep bands operating fully including batteries. MOKI all set up for Jan 2026 with new batteries. Each KS1 class to take turns monitoring activity using the MOKI bands beginning with year 2.	£100
	Weekly sports club for all children in Key stage One to access after school. Use of Hawkes Health for the sports club. Pupil premium children to be fully funded and other children at a discounted rate.	£900
	Golf club for the children at school, building links with Snainton golf club. Pupil premium children to be fully funded and other children at a discounted rate.	£98.50
	Balance bike day for all children in EYFS to build up their skills and experience on a balance bike and all children having the opportunity to experience riding a bike. Booked for March 9th 2026	£392.50
	Rubicon skateboard day for all children in Key Stage One. Additional experience.	£240
	Gymnastic club led by trained teacher to children in Key Stage One. Club to be offered for block one and two over the year. This club was full during both blocks.	£0
		Total Spend £16960

Intended actions for 2025/26

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
To ensure that all children are participating in high quality PE by continuing to focus on staff development, ensuring that all teachers are confident in delivering high quality sessions across a range of areas. (Key indicator 1 – Increased confidence, knowledge and skills of all staff teaching PE and sport) To ensure that all pupils are active for an average of 60 minutes a day, including being active during break times/ lunchtimes and active learning (Key indicator 2 Engagement of all pupils in regular physical activity) Children to be engaged in play every day, being active. To broaden the physical experiences for all children in school, within the school day and through after school clubs (Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils)	- PE lead to regularly monitor the PE teaching and learning across school. , through pupil discussions, staff discussions, planning and learning walks. Discussions with Sports coaches to discuss teaching and learning. Feedback from teaching staff on confidence in teaching PE and areas of development. Sharing of CPD ideas and using these to support learning. - OPAL play coordinator review and monitor the children’s engagement in play opportunities across the year. Adapt or change to increase the activity levels of the children. Moki band usage across Key stage 1 and pupil voice to review impact and engagement of pupils. Evidence of extra planned physical development opportunities in EYFS to support gross motor skills, including the use of tracing maps, dough disco, noodle drumming sessions and parachute sessions. - Children to access the additional opportunities for being active and broadening experiences across school. Monitor the number of children attending sports club, including PP children and provisions put in place for SEND children.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
To ensure that all children are participating in high quality PE by continuing to focus on staff development, ensuring that all teachers are confident in delivering high quality sessions across a range of areas. (Key indicator 1 – Increased confidence, knowledge and skills of all staff teaching PE and sport) - Children in Key Stage One are taught two PE sessions per week. These sessions are carefully planned to cover all aspects of the curriculum. Coaches support staff in their knowledge in how to effectively teach children PE for SAQ, invasion games and striking and fielding. - Children in EYFS have planned PE sessions that focus on developing their fundamental movement skills. During each session children learn and practice skills for locomotor movements, stability and balance and object control. To ensure that all pupils are active for an average of 60minutes a day, including being active during break times/ lunchtimes and active learning (Key indicator 2 Engagement of all pupils in regular physical activity) - At least 90% of children are engaged every day in active play using the OPAL resources. - Additional provision has been introduced to OPAL play this year including a large sand pit, rolling bars, tree swings and rough and tumble play. - OPAL champions have been introduced to support their peers in managing risks during their play and taking on a leadership role to support others in play. - Children in EYFS have had more planned opportunities to take part in activities to support their gross motor development including regular parachute games and noodle drumming.	Through the monitoring of PE teaching and learning children are taught a range physical development skills including dance, gymnastics, invasion games, striking and fielding and SAQ in Key Stage One. This year we have also included orienteering. Through observations children are challenged and supported during PE sessions and are given planned opportunities to practice and consolidate skills. 91% of Children in Key Stage One achieved the expected standard in PE. In foundation stage children have daily opportunities to practice and develop their gross motor skills during planned opportunities and through quality continuous provision. In reception 88% of children achieved the ELG for gross motor and 86% of children in nursery are on track in their gross motor skills. This year we have achieved our second Platinum award for OPAL play. Our OPAL mentor states that: “At Pickering Infants, your approach to outdoor play has been both innovative and inspiring. Your creative grounds development features which include access to the natural environment, innovative use of your green space. The site now offers children powerful opportunities to develop a multitude of skills, socialise with friends, develop physical literacy and confidence and test their limits in meaningful and exhilarating ways. The power and strength of your Play Team. OPAL is truly embedded in all aspects of school life. Each member of staff I spoke to were clearly passionate about amazing play opportunities and the impact it has had within your community. Staff take pride in their roles and have shown initiative in supporting and improving your OPAL journey to date”

Actual impact/sustainability and supporting evidence

To broaden the physical experiences for all children in school, within the school day and through after school clubs (Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils)

- Additional sports clubs have been well attended over the year, most to capacity.
- All children have had additional physical experiences. The balance bike day and skateboard morning have broaden all children's range of sporting opportunities.

OPAL play leader states:

OPAL play keeps children engaged and active during lunch and playtimes. Children love play times because of OPAL. Playtimes are also a much happier place for all pupils and staff.

PUPILS VOICE:

"I like the large loose parts because you can build whatever you want."

"I like the swings and you can climb."

"You can do lots of things. You have friends to play with and can play games."

"OPAL is amazing because there is lots to do."

"I like OPAL because we have lots of different things and most schools don't have them."

"I like the rickshaws because we need to work as a team and can use our imagination."

As an OPAL champion "I help to test things to make sure they are safe and help others to be kind."

Sports club has been attended to its capacity across the year. There has been an average of 4 pupil premium children attending the clubs each term. Pupil premium children have been funded by school to ensure opportunities for all children.

Golf club took place during the autumn term. Provisions were made to ensure SEND and pupil premium children were able to attend.

Gymnastic club took place in block 1 and block 2 clubs and was filled to capacity each time.

Children in EYFS took part in balance bike day and Key Stage One children took part in skateboarding morning. They showed great resilience and determination to take part in the many challenges.

Actual impact/sustainability and supporting evidence