

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



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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.*

## Review of last year 2023/24

Activity/Action	Impact	Comments
<p>1) FUNDA sports coach supporting teachers in PE lessons.</p> <p>2) Comprehensive range of after-school sports clubs that provide opportunities for children of all ages and genders planned for and delivered in Autumn 1. From Autumn 2 onwards a KS2 club has run each dinnertime, and a FUNDA FUN sports club each dinnertime for KS1.</p> <p>3) Range of inter-school activities entered during autumn term run by Rossendale School Sports Partnership.</p>	<p>1) This is helping teachers develop their practice so all teachers can confidently deliver the PE curriculum going forwards.</p> <p>2) Range of clubs ran for children in Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1 and Summer 2. This has enabled a wide range of children to access extra-curricular sport. Changing to running the clubs at dinnertimes (from Autumn 2) has resulted in a much greater uptake, which has resulted in a much greater number accessing extra-curricular sport. It has enabled KS1 to access sport at lunchtimes every day - which has been a big increase.</p> <p>3) Children in both upper KS2 and in LKS2 have had the opportunity to represent the school in inter-school competitions. In addition, SEND children have represented the school in inclusion events that they greatly enjoyed and boosted their confidence.</p>	<p>1) Also having support of FUNDA coach allows greater teacher/coach time for the children.</p> <p>2) In order to promote greater participation clubs have been promoted in assemblies and on website, and via email and text direct to parents. Clubs in Autumn 1: Y5/6 football, KS2 gymnastics, Y3/4 girls football, Y1/2 football and Y5/6 dodgeball. Clubs in Autumn 2: KS2 girls football, Y3/4 football, KS2 netball, Y5/6 football, Y3/4 basketball, and each day a KS1 FUNDA FUN sports session. Clubs in Spring 1: KS2 girls football, Y3/4 football, KS2 netball, Y5/6 football, Y3/4 basketball, and each day a KS1 sports activities session. Clubs in Spring 2: KS2 girls football, Y3/4 football, KS2 netball, Y5/6 football, Y5/6 basketball, and each day a KS1 FUNDA FUN sports session.</p> <p>Clubs in Summer 1: Y5/6 cricket, Y3/4 striking and fielding, Y5/6 netball, Y5/6 tag rugby, Y3/4 athletics.</p> <p>Clubs in Summer 2: Y5/6 cricket, Y3/4 striking and fielding, Y5/6 netball, Y5/6 tag rugby, Y3/4 athletics.</p> <p>3) Competitions competed in so far this year:</p> <p>Y5/6 basketball            KS2 inclusion boccia            Y5/6 mixed football            Y5/6 girls football            Y3/4 girls football            Y5/6 indoor athletics            Y3/4 indoor athletics            KS2 inclusion panathlon event            Y5/6 girls cricket            Y5/6 mixed cricket            Y3/4 striking and fielding            Y5/6 netball            Y5/6 tag rugby</p>

## 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>To develop the PE knowledge, expertise, and confidence of newer members of the Tonacliffe teaching staff. High-quality professional development will ensure all pupils receive consistently excellent PE teaching. Support will be provided through in-lesson coaching from a FUNDA PE specialist and targeted CPD opportunities, including those offered by the Rossendale School Sports Partnership (RSSP).</p>	<p>FUNDA Coaching Support:</p> <ul style="list-style-type: none"> <li>New teachers supported by a FUNDA coach during PE lessons to build subject knowledge and improve delivery.</li> <li>FUNDA funding allocation: £16,140.</li> </ul> <p>CPD via Rossendale School Sports Partnership (RSSP):</p> <ul style="list-style-type: none"> <li>KS2 ½ Day Gymnastics SOW training attended on 30th October 2024.</li> <li>KS2 PE SOW Course attended on 20th September 2024.</li> <li>Online training on Vision Impairment in PE booked for 27th January 2025, 3.45–5pm.</li> </ul> <p>Topics include:</p> <ul style="list-style-type: none"> <li>Overview of key eye conditions</li> <li>Inclusive teaching strategies using STEP principles</li> <li>Sport-specific adaptations (e.g. football, netball, goalball)</li> </ul> <p>RSSP membership fee: £2,500</p>
<p>To provide regular opportunities for children to experience competitive sport through structured intra-school competitions. These events will be linked directly to FUNDA coach-led lunchtime clubs and will form a key part of the school's approach to enhancing physical activity, teamwork, and sportsmanship across all key stages.</p>	<ul style="list-style-type: none"> <li>FUNDA Coach-Led Lunchtime Clubs: Lunchtime clubs delivered for KS1 and KS2.</li> <li>Stronger participation noted at lunchtime compared to after-school provision. Lunchtime clubs serve as training/preparation for intra-school competitions.</li> <li>Intra-School Competitions: Held every half term.</li> </ul>

## Intended actions for 2024/26

To provide targeted CPD and strategic support for the new PE co-ordinator at Tonacliffe, enabling her to develop confidence and a clear understanding of the role. This will ensure strong subject leadership, the identification of key development areas, and a consistent approach to improving PE and sport provision across the school.

Competitions provide a focus for club sessions and promote purposeful participation.

- Funding:  
Initiative funded through FUNDA allocation: £16,140.

### Targeted CPD and Support Activities:

- 1:1 meeting with the School Games Organiser for Rossendale on 06/06/2025 to provide personalised guidance on responsibilities, priorities, and strategic planning.
- Attendance at the Rossendale School Sports Partnership (RSSP) PE Coordinators' Meeting on 16/01/2025.

### RSSP Fee:

- Covered through Rossendale School Sports Partnership subscription: £2,500.

## 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?
<ul style="list-style-type: none"> <li>Teachers will feel more confident and competent in delivering all aspects of the PE curriculum.</li> <li>Teaching will be more inclusive and adaptive, meeting a wider range of pupil needs.</li> <li>High-quality provision will be sustainable as staff build capacity and independence in delivering PE without external support.</li> <li>Pupils will benefit from more consistent, engaging, and well-structured PE lessons.</li> </ul> <ul style="list-style-type: none"> <li>Increased pupil engagement in competitive sport, especially during lunchtimes.</li> <li>More inclusive participation, particularly from pupils who may not attend after-school clubs.</li> <li>Development of teamwork, leadership, resilience, and sportsmanship.</li> <li>Establishment of a sustainable structure for regular intra-school competition embedded in the school culture.</li> </ul> <ul style="list-style-type: none"> <li>The new PE co-ordinator will gain clarity and direction in their leadership role.</li> <li>Strategic areas for improvement in PE and sport will be identified and addressed.</li> <li>PE leadership will be strengthened, resulting in better whole-school provision.</li> <li>Sustainable structures will be put in place for assessment, curriculum planning, competitions, and CPD delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback and CPD evaluations showing increased confidence and subject knowledge.</li> <li>Lesson observations and learning walks demonstrating improved teaching quality.</li> <li>Pupil voice and engagement levels in PE lessons.</li> <li>Planning documents and assessments showing progression and curriculum coverage.</li> <li>Registers of CPD attendance and follow-up reflections from staff.</li> </ul> <ul style="list-style-type: none"> <li>Club registers showing increased participation, especially among KS1 and girls.</li> <li>Pupil voice surveys showing improved enjoyment and engagement.</li> <li>Photos, reports, and timetables of intra-school competitions.</li> <li>Behavioural and social development noted through teacher observation.</li> </ul> <ul style="list-style-type: none"> <li>CPD attendance records and meeting notes from RSSP and the School Games Organiser.</li> <li>PE subject leader action plan produced and updated.</li> <li>Staff surveys or feedback showing increased clarity and support from subject leadership.</li> <li>Improved planning and coordination of PE lessons, events, and CPD across the school.</li> </ul>



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>Two new teachers have successfully completed RSSP CPD and report improved confidence, knowledge, and enjoyment in delivering PE.</li> <li>FUNDA coaching has directly supported teacher development during lessons, improving real-time practice.</li> <li>Inclusive practices are beginning to emerge, especially in planning for pupils with additional needs (e.g. visual impairment).</li> </ul> <ul style="list-style-type: none"> <li>Significant increase in participation during lunchtime clubs compared to previous after-school provision.</li> <li>Intra-school competitions are now a regular, embedded part of the PE and sports offering.</li> <li>Increased enthusiasm and positive attitude towards competition among pupils.</li> <li>Pupils attending clubs with a clear sense of purpose and goal due to competition structure.</li> </ul> <ul style="list-style-type: none"> <li>The new PE co-ordinator has engaged with key local networks and support systems.</li> <li>Initial priorities for improvement have been identified, including staff development and intra-school competition.</li> <li>Leadership confidence has increased due to regular, targeted support and access to high-quality advice.</li> </ul>	<ul style="list-style-type: none"> <li>CPD certificates and course logs (September &amp; October 2024 sessions).</li> <li>Staff reflections and informal feedback following CPD and coaching sessions.</li> <li>Booked training logs for January 2025 Vision Impairment course.</li> <li>Improved quality of PE lesson delivery observed by SLT and PE subject lead.</li> <li>Pupil voice indicates improved enjoyment and participation in PE lessons.</li> </ul> <ul style="list-style-type: none"> <li>Club registers and participation data across all year groups.</li> <li>Record of competitions held and outcomes.</li> <li>Positive pupil feedback and increased confidence in competitive settings.</li> <li>Staff observations on pupil development through sport.</li> </ul> <ul style="list-style-type: none"> <li>Attendance logs for 1:1 meeting (06/06/2025) and RSSP meeting (16/01/2025).</li> <li>Co-ordinator's notes and reflections.</li> <li>Emerging subject leadership documentation and planning.</li> <li>Feedback from supported staff and SLT observations of PE leadership progress.</li> </ul>

## Swimming Data

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No