

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?

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation

Intended actions for 2024/26

In 2024–25, our school aims to build on previous successes by focusing on more inclusive, engaging and sustainable physical activity provision. Our key priorities are:

- Improving active playtimes by introducing new zones, resources and activities that encourage movement and collaboration, helping all children engage in meaningful physical activity throughout the day.
- Developing fine motor skills through targeted physical interventions and play-based opportunities, supporting both physical literacy and wider learning across the curriculum.
- Introducing PE Dedicated Active Recall Time (DART) into lessons to help embed knowledge of key physical skills, vocabulary and healthy lifestyle habits, ensuring consistent reinforcement across the year.
- Providing staff CPD on how to plan and deliver effective DART activities, building confidence and consistency in PE teaching.
- Offering tailored opportunities for girls-only and boys-only physical activity events, helping to build confidence, motivation and a positive association with sport and movement for all.

Improving active playtimes and developing fine motor skills

We will purchase a range of outdoor resources and equipment designed to support movement, exploration and skill development during playtimes. Equipment will be organised into zones that encourage active play, with a particular focus on activities that promote fine motor control, balance, coordination, teamwork and problem solving. Staff will receive CPD on how to engage children in each area, how to model positive play and how to maintain and care for the equipment to ensure long-term use.

PE Dedicated Active Recall Time (DART)

The PE lead will create short videos of children modelling DART tasks linked to key PE skills. These videos will be shared with staff to use in classrooms as part of daily routines. Staff will be supported to deliver DART consistently so that physical skills, vocabulary and understanding are revisited regularly and embedded over time.

CPD for staff on PE DART

Staff will take part in dedicated training sessions to understand the purpose of DART and how to deliver it confidently. They will learn how to adapt tasks to meet the needs of their class and use resources created by the PE lead to support implementation.

Girls-only and boys-only events

We will plan inclusive and engaging opportunities for girls-only and boys-only



Intended actions for 2024/27

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>Children will have increased access to active and purposeful playtimes that support the development of fine and gross motor skills, encourage teamwork and build positive attitudes towards physical activity. The new zoned areas will give all children, including those who are less confident in structured PE lessons, the chance to engage in movement in a fun and inclusive way.</p> <p>Staff will feel more confident leading active play and supporting children's physical development beyond the PE curriculum. The CPD provided will help ensure consistency in how playtime resources are used and maintained.</p> <p>The introduction of PE DART will ensure that key skills and vocabulary are revisited regularly, helping children to retain knowledge and apply it more confidently in lessons. Teachers will be equipped with accessible resources and routines to keep physical activity on the agenda daily, even outside of timetabled PE.</p> <p>Girls-only and boys-only events will help to boost confidence, participation and enjoyment by providing safe and supportive spaces where children feel seen and encouraged. These targeted opportunities will help us remove barriers to engagement and promote a positive sporting culture across the school.</p>	<p>We will gather pupil voice to understand how children feel about playtimes and to track changes in confidence, enjoyment and engagement in physical activity. Observations during playtimes will be used to monitor how zones are being used and how children's motor skills and collaborative play develop over time.</p> <p>Staff feedback will be collected following CPD sessions to measure confidence and understanding of how to lead active play and deliver PE DART. PE lessons and classroom routines will be monitored to check for consistent use of DART tasks and to evaluate their impact on knowledge recall.</p> <p>Participation registers from girls-only and boys-only events will be used to track engagement. We will also use pupil reflections and staff observations to evaluate changes in confidence and willingness to take part in wider school sport.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>The playtime project is in its early stages. Equipment has been ordered and will be introduced in the autumn term of 2025, alongside staff training. We expect this to create long-term impact by embedding purposeful active play across the school day and giving staff the tools to support physical development beyond PE lessons. Zones and routines will be designed to be sustainable, with clear expectations around equipment use and maintenance.</p> <p>Early implementation of PE DART has already shown promising signs. Staff are beginning to use the videos and resources consistently, and children are engaging well with the tasks. We are starting to see improvements in the use of PE vocabulary and recall of key skills. These short daily routines are designed to be easy to sustain, even when curriculum time is limited.</p> <p>Staff who have accessed CPD around PE DART feel more confident delivering it as part of classroom practice. As the year progresses, these strategies will become embedded across year groups and form part of our ongoing approach to physical development.</p> <p>Initial feedback from girls-only and boys-only events has been positive, with increased participation from children who would not usually get involved. These events have helped to build confidence and enjoyment and will be repeated and developed further to support long-term engagement in physical activity.</p>	<ul style="list-style-type: none"> • Pupil voice surveys and informal feedback collected before and after events and interventions • Staff feedback following CPD sessions and during PE team discussions • Photographs and videos of children engaging in DART • Observations and monitoring of classroom practice • Participation registers for girls-only and boys-only events • Tracking of PE DART use across classes • Planning and resource banks created by the PE lead