



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?
Lesson observations showing that confidence in teaching has improved. High expectations and consistency achieved across both Key stages.	New Play time equipment, LSA organisation of games and equipment is working well. More active children on the playground.	Pleiades lunch time activities – More discussion needed on the activities.	Feedback from some children – Added additional activities into calm zones.
Teaching confidence improved. Lessons are all good or above. Workable and useful assessment system in place for PE. Sports Coach and PE lead.	Sports Day feedback – positive. Staff Sports day feedback Cross Country participation. District sports	Swimming- Does it work having each year group go? We will now look at sending just Y3 and then providing catch up lessons for Y6 if needed.	
Target groups of children. Engagement of 90 % to 100% during Team Teaching time in PE lessons. Target and Adapted lessons for SEND (Special Educational Needs and Disability), EHCP children, can take place during Team Teaching times. Sports Crew were able to support on Sports Day.	Children in all Key Stages have participated in competitive sports competitions including football and netball, Mini Olympics, and hand ball competitions. All children participated in sports day	What do pupils now know and what can they now do? What has changed? - How are we measuring this impact? There is a variation of Team Teaching across year groups which means the time is not fully utilised.	
All children recognise individual sporting achievement and success as these are celebrated.	Participation in District Sports. 42 Children from year 3 to year 6 took part this year . 9 th out of 15 schools. Each child took part in a maximum of 3 events.		

Review of last year 2023/25

90% -100% of children are engaged in PE lessons.	<p>Children were chosen based on ability and behaviour.</p> <p>Participation in Cross Country. Ashley competed against Surrey schools.</p> <p>All children took part in the intra school football tournament. KS2.</p> <p>Children's feedback on PE lessons</p> <p>'My favourite lesson is PE on Friday with Mr Wilson – he really engages all of us.'</p> <p>'I enjoy all my PE lessons in Y4, the class teachers make sure we are all included and taking part in the lesson.'</p> <p>Improved behaviour at lunchtime.</p> <p>Increased confidence of lunchtime staff.</p> <p>Monitoring shows a clear skills progression throughout school.</p> <p>Lesson observations and team teaching resulting in outstanding lessons.</p> <p>Increased engagement at lunchtimes and involvement in organised sport.</p> <p>Improvement in children's gross and fine motor skills using the new equipment.</p>		
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Review of last year 2023/26

All children know what lunchtime activities are available to them and on which day.

Intended actions for 2024/27

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To ensure all pupils have the opportunity to participate in a broad range of sports and activities.	Team Teaching CT to target a specific group of children during half term and evidence the impact this intervention has on them Over the half term- This means that the teachers team teaching is targeted towards the same group of children for that half term. The teacher will need to measure the impact of their sessions.
To increase the profile of Physical Education, School Sport and Physical Activity (PESSPA) within the school community and to ensure children are enthusiastic about PESSPA.	Within games lessons, additional support will be offered to the less able and least active individuals with a focus on raising fitness levels and basic coordination skills
To ensure that pupils understand the importance of physical activity and are active for at least 30 minutes a day as recommended by Chief Medical Officer guidelines	Continue to support, through monitoring, staff that are less confident/ ECT's • Demonstration lessons • Twilight training • Paired teaching
To increase the knowledge and confidence of staff teaching PE and ensure there is a clear progression of skills and consistency across all year groups and the school so that pupils benefit from outstanding PE provision.	We spoke about children not wanting to participate. SEN, PP Children. WTS Children. How are LSA's, CT and Pleiades being inclusive of these children.
To ensure more children have an opportunity to participate in competitive sport (intra-school and inter-school) and can represent the school	Continued Monitoring of lessons (learning walks) using Get Set 4 PE planning alongside instant feedback. This will be ongoing. Start to use other features of Get Set 4 PE that staff have access to.
	Daily Mile School – Going for the Daily Mile Gold Award in 2025. Use of a QR system to monitor individual children's performance in the Daily Mile. Participation in House Walk by the whole School. House Points system and reward system in place alongside our behaviour policy. Children receive green dots to go towards Ashley Values and these dots are added

Intended actions for 2024/28

to house point charts

Increased Staff involvement in PE lesson. Utilisation of all adults during PE.

Year 3 participation in swimming this year. Next year will start to look at the impact of this over a longer period.

Membership to ERPSSA (Elmbridge, Runnymede Partnership and School Sports Association)

A variety of children being selected for tournaments throughout the school year. This includes having an A and B Team for both boys and girls football clubs. Paying of Referee, Football Kit costs, staffing costs.

All classes will attend a Mini Olympics or Handball competition at Cleves.

Cross Country competition in January 2025. - Entry Fee

Ashley is taking part in Surrey Sports Hall athletics.

Provide training to Sports Crew through Active Surrey Sports crew to restart running lunch time activity sessions for pupils in year 3/4

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>Teachers are familiar enough with get set 4 Pe to be able to direct LSA to take target group in teacher led sessions.</p> <p>Children to all have a chance at Ashley to attend a competitive sports event.</p> <p>Impact of Whole school daily mile at 2.15, positive feedback from parents and children.</p>	<p>Expected whole class involvement in ALL PE lessons. This may well be an adapted lesson for SEND children.</p> <p>All classes have already been signed up for mini Olympics. Varied children will be chosen throughout the year to take part or offered sporting events regardless.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Children are all engaged in PE lessons.	<p>From monitoring there is a 100% participation in PE on both CT PE days and Sports coach PE days.</p> <p>Range of equipment purchased so ALL children can participate well in ALL lessons.</p> <p>Learning walks, Sports Day, Teacher Feedback</p>
Opportunities for girls in Sports	<p>TA's have the lesson knowledge to take focus groups SEND/GIRLS and having been doing this in each lesson</p> <p>Panathlon Event entered through ERPSA.</p> <p>Chelsea football foundation club Y5/Y6 football for Girls oversubscribed.</p> <p>Netball Club numbers were higher than 23/24.</p>
Engagement in Sport outside of PE	<p>Mini Olympics/Sport Hall athletic EVENTS - all classes attended</p> <p>Cricket Event</p> <p>District Sports</p> <p>District Cross Country Event</p> <p>Brakes walk to school whole school event</p> <p>Club offer (football, cricket, golf, running, dodge ball, tag rugby)</p> <p>Playgroup equipment and zoned areas (wobbling & balancing, catching & throwing, basketball/netball hoops and games facilitated by Sports Crew in Y2 & Y5/6)</p> <p>Y6 golf at end of term party, Y5 Indian Dance workshop, Y1 wellbeing great work from Tigerfit</p>

Actual impact/sustainability and supporting evidence

Pleiades utilising Lunch breaks to teach children new skills and sports so they can then enter sports competitions.

Cricket, District sports practice, football.
Focus on GIRLS football on Friday.

Sports Crew were used weekly to attend Mini Olympics and support lower down the school. Y5 supported KS1 in Sports day using Sports Crew training.

More bike racks and scooter racks were installed to facilitate cycling and scooting to school which are well utilised