





PE Funding Evaluation Form

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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.

association for Physical Education
YOUTH SPORT TRUST

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?
• Maintained our Platinum School Games status. • Delivered an exceptional enrichment programme, offering a diverse range of active clubs. We operate at least one active club every evening during the school year, totaling 190 sessions annually, with approximately 16 pupils per club—providing 3,040 individual spaces. • Focused on removing barriers for PP (Pupil Premium) children, with over 82% of them attending clubs throughout the year. • Provided over 220 children with club opportunities each half term due to the high availability of spaces. • Extended our enrichment programme into the school holidays, ensuring FSM (Free School Meals) children had access to active clubs even outside term time. • Maintained a strong focus on fixtures and competitions, participating in over 10 competitions per term, plus 12 additional sports sessions through	• **High Participation Rates**: The high numbers of children attending clubs (over 220 each half term), with 82% of PP children engaged and 150 participants in the Shropshire Schools Marathon, show the broad reach and appeal. • **Inclusivity and Accessibility**: Efforts to remove barriers for PP and FSM children, participation in SEND-friendly events, and a focus on ensuring all children—not just the strongest athletes—had opportunities demonstrate inclusivity. • **Community and External Engagement**: Collaborations with local sports organisations and the involvement of Olympians like Beth Tweddle, Mickey Bushell, and Adrian Patrick highlight the positive reception and value placed by external partners. • **Skill Development**: Teachers benefitting from CPD in gymnastics and dance, alongside children	The Daily Dash, while successfully in operation for some time, would benefit from a refresh in 2024-2025 to boost participation and engagement. Additionally, we will continue monitoring club attendance throughout 2024-2025, ensuring a diverse range of sports are offered and making adjustments to the programme as needed to maximise involvement.	Fewer children are actively participating in the Daily Dash compared to previous years, indicating a decline in engagement and interest. This can be observed through attendance records or general feedback from staff and students.

Review of last year 2023/24

the Belvidere Partnership. • Introduced and attended several new SEND-friendly sporting events. • Celebrated successful sports days, integrated with our House System, and scheduled house sporting competitions throughout the year. • Hosted a highly successful Olympic Week, including a full-day school-wide sports event and a collective run to match the distance to Paris. The week featured visits from three Olympians: Beth Tweddle, Mickey Bushell, and Adrian Patrick. • Ensured every KS2 class participated in swimming sessions. • Took groups of PP children on local excursions with our Sports Coach to explore parks and promote active lifestyles outside school. • Partnered with local sports organizations, including Shrewsbury Lawn Tennis for Year 4, STFC, and cricket coaching. • Organized residential trips for Year 4 (one night) and Year 6 (two nights) at adventure centers. • Supported daily exercise, with over 50 pupils participating in the Daily Dash before school. • Actively engaged Sports Leaders to promote activities in school. • Delivered CPD in gymnastics and	participating in competitions, residential trips, and daily exercise, reflect the development of both staff and students in physical education and teamwork. • **Positive Feedback and Enthusiasm**: Student excitement during events like Olympic Week, sports days, and house competitions, along with feedback from parents, staff, and external partners, suggest strong engagement and satisfaction. • **Recognition and Achievements**: Maintaining the Platinum School Games status demonstrates the program's ongoing quality and success in meeting high standards in school sport. • **Visibility and Celebration**: The consistent sharing of achievements on social media, the website, and during events builds pride and highlights the impact on the school community. • **Improvements in Resources**: New outdoor equipment boxes, partnerships for coaching, and structured daily exercise indicate investment in and the effectiveness. • **Alignment with Goals**: Successfully meeting goals such as extending the enrichment program into holidays and hosting diverse activities and		

Review of last year 2023/24

dance for teachers, enhancing PE delivery. • Continued to use Primary PE Planning to ensure high-quality PE lessons. • Celebrated PE achievements on our website and social media, sharing films of sporting successes. • Improved playtimes with the addition of new outdoor equipment boxes. • Had 150 children participate in the Shropshire Schools Marathon. • Partnered with Shrewsbury High School to host festival days and dance events. • Maintained our inclusive ethos for sports team selection, prioritising participation for as many children as possible over fielding only the strongest athletes.	events shows effective planning and execution. These outcomes collectively confirm that the initiatives were well-received and impactful, promoting physical activity, inclusivity, and engagement.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
All children at Coleham undertake at least 30 minutes of physical activity a day in school and in many cases, more than 30 minutes.	• Provide two hours of PE weekly: one hour delivered by the Sports Coach and one hour by the class teacher. • Encourage daily use of the mile track for children to walk, jog, or run during mornings or breaks. • Promote competitions to boost staff and pupil participation in the Daily Dash, incorporating termly challenges. • Ensure access to the adventure playgrounds for both KS1 and KS2, as well as the climbing wall. • Facilitate structured games and activity stations during playtimes, led by Year 6 Sports Leaders who deliver a range of sports to KS1 and KS2 as part of their qualification. • Engage targeted "at-risk" groups through the Sports Coach, offering tailored support and structured games. • Maintain five or more active after-school clubs weekly, with a diverse selection of activities each half term, prioritising pupils who lack access to sports outside school. • Utilise the Sports Coach to introduce PP (Pupil Premium) children to local parks and leisure spaces to encourage active lifestyles. • Participate in the Primary School's Half Marathon initiative. • Leverage the Youth Sports Membership to support the Sports Leader Programme. • Provide swimming sessions for Years 3, 4, and 5, along with top-up swimming opportunities for Year 6.
To keep the profile of PE, sport, fitness & leisure high profile in school.	• Continue hosting intra-school house competitions throughout the year, with house challenges incorporated into PE sessions and half-termly activities linked to the

Intended actions for 2024/25

	Daily Dash. • Participate in external sporting competitions to enhance the profile of PE across the school, aiming for 10+ competitions each term. • Use the school website, social media platforms, and assemblies to celebrate all sporting achievements and events. • Celebrate Whole School Sports Days with parent guests in attendance. • Promote PE and fitness among staff by introducing Coleham-branded sports tops for PE days. • Represent Coleham School at festivals and events with branded flags and banners to enhance visibility. • Organise activity center residential trips, including a one-night stay for Year 4 and a two-night stay for Year 6. • Collaborate with and promote local sports clubs to provide additional opportunities for pupils. • Encourage school involvement in supporting and engaging with national competitions. • Host a visiting speaker or elite athlete with a focus on Diversity or the Olympics to inspire pupils. • Continue to expand the school library with books related to sports and sporting heroes to encourage children's reading and engagement with fitness themes.
Aim to continue to increase the confidence, knowledge and skills of all staff in teaching PE and sport to ensure a quality PE provision across school.	• Provide CPD opportunities for the Sports Coordinator and Sports Coach to enhance their skills and knowledge. • Utilise the Sports Partnership CPD program to further develop staff expertise. • Implement the "Chance to Shine" cricket program to support staff in teaching cricket effectively. • Offer ongoing support to staff through the PE Coordinator, Sports Coach, and TA Gymnastics Coach. • Conduct PE curriculum catch-ups and continue sport action planning to drive school improvement initiatives. • Use Primary PE Planning to deliver high-quality PE lessons to pupils while supporting staff in their lesson delivery.

Intended actions for 2024/25

	• Engage external support for additional CPD as needed for both the Sports Coach and teaching staff. • Provide regular PE subject updates during staff meetings, led by the PE subject leader. • Offer mentoring and guidance for the new Sports Coach to ensure their successful integration and development.
To participate in a large number and variety of competitive and engagement competitions.	• Continue our school ethos by ensuring as many children as possible have the opportunity to participate in events, providing chances to shine for those who may not typically have access to sports outside of school. • Maintain participation in School Games events to give pupils a range of competitive experiences. • Regularly enter tournaments through the Embrace partnership to foster competitive spirit and teamwork. • Arrange friendly fixtures with local schools to encourage collaboration and informal competition. • Continue to participate in SSCFA football tournaments, ensuring opportunities for both girls and boys. • Take part in athletics tournaments to promote fitness and skill development. • Support participation in the Shropshire Half Marathon, engaging pupils in large-scale events. • Organise and expand inter-house competitions, increasing opportunities for in-school competitions during PE lessons and house events. • Maintain the prestigious Platinum Kitemark award, reflecting our commitment to high-quality PE and sport. • Support Year 6 leaders through Youth Sports Trust (YST) membership to enhance leadership skills. • Ensure inclusion by attending SEND-specific events to provide opportunities for all abilities. • Deliver Bikeability training to promote road safety and cycling skills. • Continue to offer external coaching sessions in sports like cricket and tennis, enriching pupils' sporting experiences.

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?
• High-quality PE sessions delivered consistently through Primary PE Planning and the PE progression document, ensuring a structured and effective curriculum.	• Evidence from curriculum catch-ups and monitoring activities.
• Continued participation in the Daily Dash from 8:30 to 8:40, encouraging healthy lifestyles for families and fostering a culture of fitness.	• Take-up rates for clubs and activities, tracked and analysed.
• Playground equipment enhancing core strength and physical development during unstructured playtimes.	• Ongoing supervision and monitoring, including pupil voice surveys and feedback from sports leaders.
• Active games led by Sports Leaders at lunchtime, improving social interactions and promoting inclusivity.	
• Positive behaviour at social times, supported by structured activities and a focus on sportsmanship.	• Reduction in behaviour logs, indicating improved conduct during sports and related activities.
• Improved attitudes towards sports values, including teamwork, resilience, and respect.	• Observations of respect and values displayed in school, alongside a visible positive behaviour culture and improved attitudes to learning.
• Increased exposure to new sports, broadening children's interests and skills.	• Club participation monitoring and feedback from families and children, supported by family survey results.
• High numbers of children achieving swimming milestones of 25meters, with Pupil Premium children receiving targeted support to achieve 5 or 10 meters.	• Data from the Swimming Data Tracker, showing progress in swimming abilities.
• Motivated pupils actively engaging in sports and competitions, fostering a love for physical activity.	• Sports Fixture Tracker data, capturing children's participation, attitudes, and performance in sporting events.
• Enhanced reputation and profile for sports within the wider community,	• Feedback from the wider community and sports professionals, highlighting the

Expected impact and sustainability will be achieved

showcasing the school's commitment to fitness and well-being.	school's sporting reputation.
• Active involvement and support from families, promoting sports, fitness, and healthy lifestyles beyond the school environment, ensuring long-term sustainability.	• Increased spectator numbers and positive feedback from parents, collected through staff surveys.
• Improved social skills, independence, and team-building abilities as pupils overcome fears and emotions to complete challenges, fostering resilience and self-confidence.	• Positive changes in children's attitudes, behaviour, and feedback regarding sports and physical activity.
• Promotion of positive morals and attitudes for sports inspired by real-life heroes, encouraging aspiration and determination.	
• Increased engagement of reluctant readers, particularly boys, through the integration of sports-themed resources.	• Evidence of shifts in pupil reading behaviours, particularly through engagement with sports-related materials.
• Enhanced staff confidence and competence in delivering high-quality PE sessions, ensuring sustainable and effective teaching practices.	• Decrease in CPD needs for staff, indicating improved confidence and skills.
• Maintenance of the Platinum Award, reflecting the school's continued commitment to excellence in sports and physical education.	• Confirmation of the Platinum Award for 2025-26 as a benchmark of continued success.
• Opportunities for children to develop their unique talents, particularly those who may not be naturally confident in traditional sports settings.	• Pupil enjoyment, changed attitudes, and increased engagement from individuals, as observed and reported.
• Participation in 10+ competitive and engagement events per term, providing wide-ranging opportunities for all pupils.	• Evidence from the Sports Fixture Tracker, reflecting both participation and outcomes.
• Increased participation for girls in traditionally male-dominated sports, fostering inclusivity and breaking down stereotypes.	
• Cultivation of a love for athletics among pupils, creating a strong foundation for further development in secondary school and beyond.	• County Athletics placements as a testament to pupil achievement and development.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
• High-quality PE sessions delivered consistently through Primary PE Planning and the PE progression document, ensuring a structured and effective curriculum.	• Evidence from curriculum catch-ups and monitoring activities.
• Continued participation in the Daily Dash from 8:30 to 8:40, encouraging healthy lifestyles for families and fostering a culture of fitness.	• Take-up rates for clubs and activities.
• Playground equipment enhancing core strength and physical development during unstructured playtimes.	• Ongoing supervision and monitoring, including pupil voice surveys and feedback from sports leaders.
• Active games led by Sports Leaders at lunchtime, improving social interactions and promoting inclusivity.	
• Positive behaviour at social times, supported by structured activities and a focus on sportsmanship.	• Reduction in behaviour logs, indicating improved conduct during sports and related activities.
• Improved attitudes towards sports values, including teamwork, resilience, and respect.	• Observations of respect and values displayed in school, alongside a visible positive behaviour culture and improved attitudes to learning.
• Increased exposure to new sports, broadening children's interests and skills.	• Club participation from families and children.
	• Data from the Swimming Data Tracker, showing progress in swimming abilities.
• High numbers of children achieving swimming milestones of 25meters, with Pupil Premium children receiving targeted support to achieve 5 or 10 meters.	
• Motivated pupils actively engaging in sports and competitions, fostering a love for physical activity.	• Sports Fixture Tracker data, capturing children's participation, attitudes, and performance in sporting events.
• Enhanced reputation and profile for sports within the wider community, showcasing the school's commitment to fitness and well-being.	• Feedback from the wider community and sports professionals, highlighting the school's sporting reputation.
	• Increased spectator numbers and positive feedback from parents, collected

Actual impact/sustainability and supporting evidence

- Active involvement and support from families, promoting sports, fitness, and healthy lifestyles beyond the school environment, ensuring long-term sustainability.
- Improved social skills, independence, and team-building abilities as pupils overcome fears and emotions to complete challenges, fostering resilience and self-confidence.
- Promotion of positive morals and attitudes for sports inspired by real-life heroes, encouraging aspiration and determination.
- Increased engagement of reluctant readers, particularly boys, through the integration of sports-themed resources.
- Enhanced staff confidence and competence in delivering high-quality PE sessions, ensuring sustainable and effective teaching practices.
- Maintenance of the Platinum Award, reflecting the school's continued commitment to excellence in sports and physical education.
- Opportunities for children to develop their unique talents, particularly those who may not be naturally confident in traditional sports settings.
- Participation in 10+ competitive and engagement events per term, providing wide-ranging opportunities for all pupils.
- Increased participation for girls in traditionally male-dominated sports, fostering inclusivity and breaking down stereotypes.

Cultivation of a love for athletics among pupils, creating a strong foundation for further development in secondary school and beyond.

through staff surveys.

- Positive changes in children's attitudes, behaviour, and feedback regarding sports and physical activity.
- Evidence of shifts in pupil reading behaviours, particularly through engagement with sports-related materials.
- Decrease in CPD needs for staff, indicating improved confidence and skills.
- Confirmation of the Platinum Award for 2025-26 as a benchmark of continued success.
- Pupil enjoyment, changed attitudes, and increased engagement from individuals, as observed and reported.
- Evidence from the Sports Fixture Tracker, reflecting both participation and outcomes.
- County Athletics placements as a testament to pupil achievement and development.