

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Review of last year 2023/24

What went well?	How do you know?	What didn't go well?	How do you know?
Top up swimming lessons that boosted confidence of Year 6 swimmers	88% of Year 6 can swim confidently, 79% could use a range of strokes and 91% could perform self-rescue safely.	There is limited tracking of the impact of extracurricular and lunchtime activities. This year, we have invested in Absolute Education to support better insight and informed actions.	Last year's report does not mention a structured method for evaluating the impact of these initiatives.
Extensive opportunities for all children to participate in competitive and non-competitive events, ensuring inclusivity.	Last year's report highlights the "engage, develop, compete" model and mentions all abilities being represented in events.	Some targeted groups, such as low-confidence pupils, may require additional support.	Last year's report includes the next steps for early identification of disengaged pupils and targeted opportunities. We will now be able to do this through the Absolute Education Platform.
Implementation of OAA units from Cross Curricular Orienteering.	Increased confidence of staff in follow up audits and lesson observations.	Limited teacher involvement in competitions	Last year's report indicates plans to increase teacher participation in future competitions. We are currently in the process of working through our vision for PE and with this ensuring our vision is shared with all key stakeholders.

Intended Actions for 2024/25

Total Grant received £20,980

What are your plans for 2024/25	How are you going to action and achieve these plans?
Intent	Implementation
North Solihull Sport Partnership Membership & Participation Key Indicator: Increasing participation in competitive sports. Cost: Membership £2,650.00	North Solihull Sport Partnership Membership Impact Group: Whole school (Years 3–6), with targeted inclusion of PP and less-active pupils. Implementation: - Sport Lead liaises with the School Games Organiser to select appropriate intra- and inter-school competitions across the year. - Events chosen to provide broad access, not only for confident or elite pupils. - Participation data recorded on the Absolute Education platform by MD/ED to track representation, repeat access, and PP involvement.
Primary PE Planning, Real PE and Cross Curricular Orienteering Subscription Key Indicator: Increasing staff confidence, knowledge, and skills in teaching PE. Cost: £1790	Primary PE Planning Subscription Impact Group: All staff delivering PE and experiences of pupils. Implementation: - Staff use structured, progressive lesson plans to support high-quality delivery across year groups. - Assessment tools used to track pupil progress and inform next steps. - Cross-curricular orienteering used to link physical activity with problem-solving and wider curriculum learning.
Extra-Curricular Club Expansion Key Indicator: Increasing engagement of pupils in regular physical activity. Cost: £521	Extra-Curricular Club Expansion Impact Group: Targeted groups informed by pupil voice surveys. Implementation: ED to survey pupils to understand their motivations and interests to inform the types of afterschool clubs pupils would like to attend. Once the survey is complete, personal development lead and PE lead to create a plan for the remainder of the academic year.

Gymnastics Staff CPD Based on Confidence Audit • Key Indicator: Increasing staff confidence, knowledge, and skills in teaching PE. Cost: £1200	Gymnastics Staff CPD Based on Confidence Audit • Impact Group: Staff identified as least confident in delivering PE. • Implementation: PE lead to conduct a staff confidence audit to understand staff confidence. Once the audit is complete, PE Lead to signpost staff to Mimi Cesar for Summer 1 delivery.
Playground Markings • Key Indicator: Increasing engagement of pupils in regular physical activity. Cost: £12,000	Playground Markings • Impact Group: All pupils, with particular benefit for less-active pupils at break and lunch. • Implementation:
Equipment • Key Indicator: Increasing engagement of pupils in regular physical activity. Cost: £1,358.98	Equipment • Impact Group: Implementation: • Installation of structured playground markings to promote active play. Markings used to support games, challenges and inclusive activity. Lunchtime staff encouraged to promote use of markings.
Attendance at competition/events • Key Indicator: Increased participation in competitive sport Cost: £1460,00	Attendance at competition/events • Impact Group: Pupils representing the school in inter-school competition, with targeted inclusion. Implementation: • Transport and entry costs covered to remove financial barriers. • Selection process supports broad participation across the year.

Expected impact and sustainability be achieved?

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
North Solihull Sport Partnership Membership • Expected Impact: Access to multiple sporting events and competitions. • Sustainability: Membership provides children with regular opportunities to participate in events designed to their motivations, resulting in positive experiences and making the children taking part more likely to engage in physical activity and sport.	How will you know? • Increased number of pupils attending competitions. • Participation spread across year groups and demographics. • Reduced repeat selection of the same pupils. What evidence do you have or expect to have? • Absolute Education participation reports.
Primary PE Planning, Real PE and Cross Curricular Orienteering Subscription • Expected Impact: Improved lesson delivery and consistent teaching quality. • Sustainability: Reusable lesson plans and schemes of work.	How will you know? • Staff confidence increases from baseline audit. • Lesson observations show consistent structure and challenge. • Assessment used to inform planning. What evidence do you have or expect to have? • Staff confidence audit (pre/post).
Extra-Curricular Club Expansion • Expected Impact: Increasing engagement of pupils in regular physical activity. • Sustainability: Improved engagement of underrepresented pupils in clubs.	How will you know? • Higher club attendance figures. • Increased participation from targeted pupils. • Reduced number of pupils not accessing any clubs. What evidence do you have or expect to have? • Club registers via Absolute Education. • Pupil voice surveys.
Staff CPD Based on Confidence Audit • Expected Impact: Enhanced teaching quality and pupil outcomes.	How will you know?

• Sustainability: Builds internal capacity for high-quality PE delivery.	• Staff confidence improves from baseline audit. • Gymnastics taught consistently across year groups. • Reduced avoidance of gymnastics units. What evidence do you have or expect to have? • Staff confidence audit (pre/post).
Playground Markings Expected Impact: • Increased physical activity during break and lunchtime. • Greater engagement from less-active pupils. Sustainability: • Permanent resource requiring no ongoing cost. • Markings embedded into daily routines.	How will you know? • More pupils active at unstructured times. • Fewer low-level behaviour incidents at lunch. • Increased pupil engagement observed. What evidence do you have or expect to have? • Pupil voice feedback.
Equipment Expected Impact: • Improved access to high-quality PE lessons and active play. • Increased engagement and enjoyment for all pupils. Sustainability: • Equipment used across PE lessons, clubs and playtimes. • Reduced need for external hire.	How will you know? • Equipment used regularly across PE and clubs. • Lessons better matched to curriculum intent. • Increased pupil participation. What evidence do you have or expect to have? • Staff feedback. • Pupil voice.
Attendance at Competitions and Events Expected Impact:	How will you know? • Increased competition attendance. • Broader range of pupils attending events.

- Financial barriers removed to allow wider participation in competitions.
- Increased confidence and sense of school pride.

Sustainability:

- Competition pathway embedded within school planning.
- Transport and access considered within future budgets.

- Positive pupil feedback.

What evidence do you have or expect to have?

- Absolute Education participation data.

Actual impact/sustainability and supporting evidence

What impact/ sustainability have you seen?	What evidence do you have?
--	----------------------------

Primary PE Planning, Real PE & Cross-Curricular Orienteering What impact / sustainability have you seen? - Improved staff confidence in planning and delivering PE. - Greater consistency in lesson structure and progression across year groups. - Assessment increasingly used to inform next steps.	- Staff confidence score (baseline → current): 70% → 87% - Number of staff using the platform regularly: 100%																														
Extra-Curricular Club Expansion What impact / sustainability have you seen? - Increased engagement in physical activity beyond the school day. - Improved access for pupils previously not attending clubs. - Club offer better aligned to pupil interests.	139 student attended 4 or more sessions of extra-curricular clubs 37/133 of the pupils above are SEN 49/168 PP pupils 13 different clubs offered. Year Group Number of students that have attended at least 4 sessions <table><thead><tr><th>Year Group</th><th>Active</th><th>Non Active</th></tr></thead><tbody><tr><td>3</td><td>33</td><td>88</td></tr><tr><td>4</td><td>25</td><td>95</td></tr><tr><td>5</td><td>42</td><td>74</td></tr><tr><td>6</td><td>39</td><td>76</td></tr></tbody></table> Gender Number of students that have attended at least 4 sessions <table><thead><tr><th>Year Groups</th><th>Male</th><th>Female</th></tr></thead><tbody><tr><td>3</td><td>11</td><td>22</td></tr><tr><td>4</td><td>8</td><td>17</td></tr><tr><td>5</td><td>22</td><td>20</td></tr><tr><td>6</td><td>12</td><td>27</td></tr></tbody></table>	Year Group	Active	Non Active	3	33	88	4	25	95	5	42	74	6	39	76	Year Groups	Male	Female	3	11	22	4	8	17	5	22	20	6	12	27
Year Group	Active	Non Active																													
3	33	88																													
4	25	95																													
5	42	74																													
6	39	76																													
Year Groups	Male	Female																													
3	11	22																													
4	8	17																													
5	22	20																													
6	12	27																													
Gymnastics Staff CPD (Confidence Audit Led) What impact / sustainability have you seen? - Increased staff confidence in delivering gymnastics safely and effectively. - Gymnastics taught consistently across year groups. - Reduced reliance on external delivery.	Number of staff trained: 6 Staff feedback - Staff valued seeing a high-quality gymnastics lesson modelled in practice. - Confidence increased in adapting activities to support and challenge pupils appropriately. - Staff developed clearer approaches to modelling shapes and balances. - Use of key vocabulary to support pupil self-evaluation was strengthened. - Staff improved the accuracy and timeliness of feedback during practice.																														

Playground Markings What impact / sustainability have you seen? • Increased levels of physical activity during break and lunchtime. • Greater engagement from less-active pupils. • Improved social interaction during unstructured times.	Observed increase in active play (% or narrative): 35% increase Quotes from pupils • “I like playtime more now because there are games to play and I don’t feel bored.” • “The markings help us know what to do at break and more people join in.”
Equipment What impact / sustainability have you seen? • Improved quality of PE lessons and active play provision. • Greater inclusion through access to appropriate equipment. • Increased pupil engagement during lessons and clubs.	
Attendance at Competitions and Events What impact / sustainability have you seen? • Wider participation in competitive sport due to removal of financial barriers. • Increased confidence and sense of belonging among participants. • Competition attendance embedded in school planning.	69 pupils represent CBJs 10 of which are SEN

