

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? |
|--|---|--|---|
| Increased confidence, knowledge and skills of all staff in teaching PE and Sport | Lesson observation / line manager meetings. Staff reported an increase in confidence and knowledge when delivering PE Lessons. Participation in PE has increased. | Some of the CPD courses on offer to increase knowledge and confidence in KS2 PE was found to be general and not sport specific for year 5 & 6. Some of these courses attended did not enhance staff development. | Staff and course feedback |
| Swimming Data shows that high percentage of the pupils met the national curriculum requirements for swimming and water safety. | 75% of our year 6 pupils can swim 25 metres proficiently. 54% can use a range of strokes. 75% are able to perform safe self-rescue. | 25% of pupils did not meet the national curriculum requirements for swimming and water safety. We have also had confirmation that the local swimming pool will close for 18 months | Swimming data, local Authority |
| Development of active lunchtimes | Pupils' attendance to active lunch times increased and more pupils achieved their 60 minutes of physical activity per day. Pupils indicated in the student voice questionnaire that they enjoyed taking part in lunch time activities and they felt that doing 60 minutes of physical activity per day is more achievable by being able to take part in sport at lunch times. | Pupils said that they wanted a variety of alternative activities at lunch time as well as the traditional sports. | Pupil voice questionnaire |
| Increased number of pupils taking part in inter and intra-school events | The number of pupils attending extra-curricular clubs had increased compared to the previous year. The uptake from across all year groups meant that we a large number of pupils representing the academy across a variety of different sports. | Fixtures and sports festivals were cancelled Due to fixture clashes, we were not able to attend all fixtures. | Extra-curricular data, Fixture calander |

Review of last year 2023/25

| | | | |
|--|--|---|--|
| Development of active learning in the school day in Maths, English, Science and computing | Active learning has played a pivotal role in pupil engagement across the school. Head of department in faculty leaders meeting have shared feedback that pupils are showing more interest especially not being in the 'normal classroom environment. | The delivery of active learning can sometimes be challenging for staff with a lack of experience in practical subjects. | Faculty leaders meetings, Staff feedback |
| Development of increasing the profile of PE at St Edwards and the inclusion of all pupils | St Edwards gained gold Standard in school games mark and silver in the youth sport trust showing that the school is taking an inclusive approach. All year groups have taken part in drop down day PE activities, led or supervised by teacher of different subjects. All activities with a inter form competition element with a scoring system which encourages all pupils to participate in some capacity to gain points for their tutor group. | Pupil feedback indicated that they wanted to do more of these PE related drop-down day activities | Pupil feedback / survey |
| Enhanced rugby and tennis provision by purchasing new equipment and organising a wide range of fixtures, leading to increased participation and greater opportunities for competition. | This year, tennis and rugby have been our most popular extra-curricular clubs. Due to high levels of interest, we ran the clubs across two evenings each week to accommodate all pupils. Year 5 and 6 took part in their first sports festival in over two years, and we also organised both intra-school and inter-school tennis tournaments, inviting other schools to participate. | Pupils loved that they were able to compete again in rugby tournaments, however the more experienced year 6's wanted to compete in contact rugby which is not yet taught in year 6. | Pupils feedback |

Intended actions for 2024/26

| What are your plans for 2024/25? | How are you going to action and achieve these plans? |
|---|---|
| Intent | Implementation |
| <p>To maintain and enhance a high-quality extra-curricular programme that is inclusive, engaging, and consistently well attended by pupils.</p> <p>To increase the profile of Physical Education across the whole school and foster a lifelong love of sport and physical activity among all pupils</p> <p>To ensure all pupils have access to enriching, high-quality Physical Education, School Sport, and Physical Activity (PESSPA) opportunities that support their physical, social, and emotional development.</p> | <ul style="list-style-type: none"> - To support all staff involved in delivering extra-curricular activities by providing both internal and external continuing professional development (CPD) opportunities through the PE department. - To use funding to cover the cost of external coaches, providing alternative extra-curricular opportunities and enhancing the breadth and quality of our sports provision. - To support staff in delivering learning outside the classroom and promoting active learning approaches across the curriculum. - To collaborate closely with the SENCo, KS2 Lead, and Pastoral Team to design and implement targeted physical activity interventions for SEND, SEMH, pupil premium, and disadvantaged pupils. - Purchase an Association for Physical Education membership to keep up to date with new developments. (afPE). - To enhance the quality and inclusivity of our PE curriculum by replenishing and expanding our current equipment, ensuring all pupils have access to high-quality resources that support a broad and engaging curriculum. |

Intended actions for 2024/27

To continue increasing pupil participation in both intra-school and inter-school sports competitions and events, including School Games and wider opportunities across Staffordshire

- To enhance subject knowledge and teaching practice by providing PE staff with access to high-quality, subject-specific CPD opportunities.
- To fund entry into School Games events and sports festivals, ensuring pupils have access to competitive opportunities.
- To cover the cost of entering a broad range of local and regional sports competitions across various activities and sports.
- To pay for affiliation with the Staffordshire Moorlands Schools Association, allowing the school to participate in a well-structured calendar of fixtures and events.

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>To ensure all pupils have access to enriching, high-quality Physical Education, School Sport, and Physical Activity (PESSPA) opportunities that support their physical, social, and emotional development.</p> <p>CPD – Upskilling staff in subject knowledge will lead to higher-quality PE lessons and enhanced delivery of the extra-curricular timetable. Good practice will be shared during faculty meetings with PE staff and other relevant colleagues, promoting consistency and continuous improvement across the faculty and school.</p> <p>afPE membership – The PE department will receive support and guidance on health and safety matters related to PESSPA. All PE staff will benefit from ongoing professional development through afPE membership, which provides access to health and safety guidelines, best practice, and key resources. This will help increase awareness of the subject, clarify its direction, and highlight the opportunities it offers to the school.</p> | <p>Pupil Voice / Staff Feedback / Data Analysis in PE and Clubs and activities / Attendance in intra sport events / Sports Council</p> |

Expected impact and sustainability will be achieved

Renewing Equipment –

Renewing equipment enables staff to deliver well-resourced, high-quality PE lessons, supporting the delivery of a broad and varied curriculum for pupils at St Edward's.

To maintain and enhance a high-quality extra-curricular programme that is inclusive, engaging, and consistently well attended by pupils.

CPD for Non-PE specialist staff that run extra-curricular clubs -

Staff confidence in supporting the delivery of the extra-curricular timetable in PE will be increased through targeted training and guidance. Staff leading PE-based activities such as Badminton, Dance Fit, and Table Tennis will receive additional support from the PE department during club delivery, with access to external CPD opportunities where required.

To use funding to cover the cost of external coaches, providing alternative extra-curricular opportunities and enhancing the breadth and quality of our sports provision –

Last year, the PE faculty saw great success in extra-curricular engagement, with strong attendance across a variety of clubs. To maintain and build on this momentum, we have listened to feedback from the Sports Council and continued to offer alternative extra-curricular opportunities. This includes bringing in external coaches to provide specialist knowledge and expertise.

School Council / Extra Curricular reports / staff Feedback / School Games Mark / Sports Day Feedback / sports calander / Staff CPD

Expected impact and sustainability will be achieved

To increase the profile of Physical Education across the whole school and foster a lifelong love of sport and physical activity among all pupils

Increasing the profile of PE across the whole school –

The PE faculty have worked alongside SLT and Heads of Faculty to develop Learning Outside the Classroom (LOtC) and active learning opportunities within the curriculum. This will include the purchase of equipment that can be used for cross-curricular purposes.

To collaborate closely with the SENCo, KS2 Lead, and Pastoral Team to design and implement targeted physical activity interventions for SEND, SEMH, pupil premium, and disadvantaged pupils –

Pupils will develop confidence and resilience through targeted PE interventions and support, helping them overcome barriers to participation and fostering a lifelong love for physical activity.

To continue increasing pupil participation in both intra-school and inter-school sports competitions and events, including School Games and wider opportunities across Staffordshire

Developing engaging and inclusive intra-school competitions –

Pupils will have use of a new shot-put area and long jump and triple jump pits. Due to this more pupils will have more opportunities to develop their

Faculty Meetings / Faculty Leaders meeting / Sports calander / Sports council / SENCo / Pupil Voice

Sports calander / Pupil Voice / Staff Feedback / Sports Day / Extra-Curricular data / School Games Mark / Sports Council

Expected impact and sustainability will be achieved

technique ready for intra-school events.

To fund entry into School Games events and sports festivals, ensuring pupils have access to competitive opportunities – The PE faculty intends on entering as many school games event as possible throughout the year in order to give as many pupils the opportunity to compete.

To cover the cost of entering a broad range of local and regional sports competitions across various activities and sports.

To pay for affiliation with the Staffordshire Moorlands Schools Association, allowing the school to participate in a well-structured calendar of fixtures and events.

| What impact/sustainability have you seen? | What evidence do you have? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|-----------|--|--|---------------|-----|-----|-------|---------------|-----|-----|--------|---------------|-----|-----|-------|---------------|-----|-----|--------|-----------|-----|----|-----|------------|-----|-----|-----|
| <p>To maintain and enhance a high-quality extra-curricular programme that is inclusive, engaging, and consistently well attended by pupils.</p> <p>At St Edward’s, an increasing number of pupils are actively participating in extra-curricular clubs during lunch times and afterschool. Pupils at St Edwards are striving to achieve the government’s target of 60 minutes of daily physical activity. The broader and more inclusive range of activities now available ensures all students have access to enjoyable and varied opportunities.</p> <p>These clubs have significantly enhanced performance and engagement in PE, creating pupils with strong leadership and social skills, and supported pupils’ mental wellbeing. The school has built up strong links with the wider community, more pupils than ever are now involved in both school-based and external sports clubs.</p> <p>Participation has led to noticeable improvements in physical health, behaviour, and concentration, all contributing to academic success. Pupils exposed to a variety of new sports, expanding their experiences and cultural capital. Activities are chosen by the pupils ensuring inclusive participation.</p> <p>Sustainability –</p> <p>Staff CPD / Expertise – The PE department will provide CPD to staff that are running extra-curricular clubs to increase knowledge and confidence in their activity. Staff will have the opportunity to observe a member of the PE department deliver a session but also external coaches when they are in. Ultimately leading to leading to non-specialist been able to run session with</p> | <p>St Edwards offers a range of high quality extra-curricular clubs from traditional sports to a range of diverse sports. We have had a successful year with participation to our extra-curricular 88% of pupils attend at least one club this year.</p> <table><tr><th></th><th>Pupil No.</th><th colspan="2">Total Number of Pupils Attending at least 1 club</th></tr><tr><td>Year 5</td><td>167</td><td>166</td><td>99.4%</td></tr><tr><td>Year 6</td><td>174</td><td>142</td><td>81.00%</td></tr><tr><td>Year 7</td><td>167</td><td>135</td><td>74.0%</td></tr><tr><td>Year 8</td><td>188</td><td>125</td><td>66.00%</td></tr><tr><td>PP</td><td>114</td><td>80</td><td>70%</td></tr><tr><td>SEN</td><td>134</td><td>104</td><td>77%</td></tr></table> <p>Participation levels among disadvantaged groups—including Pupil Premium, Looked After Children (LAC), and SEND pupils—remained high, with 80% involved in extracurricular clubs.</p> <p>St Edward’s was once again recognised with the School Games Gold Award for the second year running, highlighting its strong commitment to inclusive, high-quality sporting opportunities. The overall standard of extracurricular provision has continued to rise, supported by ongoing staff training and professional development.</p> | | Pupil No. | Total Number of Pupils Attending at least 1 club | | Year 5 | 167 | 166 | 99.4% | Year 6 | 174 | 142 | 81.00% | Year 7 | 167 | 135 | 74.0% | Year 8 | 188 | 125 | 66.00% | PP | 114 | 80 | 70% | SEN | 134 | 104 | 77% |
| | Pupil No. | Total Number of Pupils Attending at least 1 club | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 167 | 166 | 99.4% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 174 | 142 | 81.00% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 167 | 135 | 74.0% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 | 188 | 125 | 66.00% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 114 | 80 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEN | 134 | 104 | 77% | | | | | | | | | | | | | | | | | | | | | | | | | | |

confidence for years to come.

To increase the profile of Physical Education across the whole school and foster a lifelong love of sport and physical activity among all pupils.

Physical Education is deeply embedded in the identity of St Edward's School and plays a vital role in driving whole school progress, while effectively reflecting and promoting the school's ethos and values. The PE department has collaborated closely with school leaders and subject teachers to raise the profile of Learning Outside the Classroom (LOtC) and active learning, highlighting their benefits across the curriculum.

The Head of Physical Education has also worked in partnership with the SEND department and pastoral team to design and deliver targeted interventions through sport and active learning. These initiatives have led to increased student engagement and noticeable growth in self-confidence, particularly among pupils with additional needs.

Sustainability –

Ensure all staff have access to indoor and outdoor learning environments through a live booking system, enabling effective delivery of Learning Outside the Classroom (LOtC) and active learning opportunities.

Strengthen collaboration with the English, Maths, and Science departments to promote cross-curricular links—particularly around key terminology—to enhance subject pedagogy and student understanding.

Hold regular meetings with the SENCo and KS2 lead to review the impact of

Mr Whetnall leads the PE faculty and attends leadership meetings. Mr Ball, vice principle and ex PE teacher contributes to decision related to curriculum design and shares good practice for teaching and learning.

Active learning and LOtC: The PE department have provided guidance and ideas for active learning initiative, embedding physical movement and spaces for subjects to use in lessons. For example, a treasure hunt / orienteering course in Maths.

Staff CPD Sessions: PE staff have led training sessions for teachers across the school on integrating movement (Brian Breaks) into everyday lessons, promoting Learning Outside the Classroom principles.

SEND Collaboration: The PE department worked with the SEND team to deliver, tailored interventions for students with SEMH and physical disabilities. Pupil case studies show improvements in motor skills, attendance, and social confidence.

Pastoral Partnerships: Sport-based mentoring programmes and 'Wellbeing Through Sport' groups target pupils with low self-esteem or social anxiety. Evaluations reveal increased participation in extracurricular activities and better peer relationships.

Pupil Voice and Feedback: Regular surveys indicate a rising percentage of pupils feel PE helps them manage stress and supports their mental health.

targeted interventions, identifying opportunities to enhance provision through strategic use of the Sport Premium funding

To ensure all pupils have access to enriching, high-quality Physical Education, School Sport, and Physical Activity (PESSPA) opportunities that support their physical, social, and emotional development.

Physical Education at St Edward's continues to thrive as a central part of the curriculum, with pupils showing high levels of enthusiasm and participation. The subject plays a pivotal role in promoting students' physical well-being, boosting their mental health, and raising both aspirations and academic outcomes.

Recent investment in staff training and new resources has significantly enhanced teaching quality. As a result, lessons are more engaging, and pupils are more motivated, with noticeable improvements in participation across all year groups.

Access to upgraded equipment and a broader activity offer has enabled students to develop more advanced skills and take part in inclusive, varied sessions. These improvements support healthy lifestyle choices and help the school meet the government's recommended 60 minutes of daily physical activity.

A standout example is the growth of the Rugby Club, which has enriched both curriculum and extra-curricular provision. It has also helped to create strong relationships with local sports clubs.

Membership with the Association for Physical Education (afPE) continues to support high-quality teaching through expert advice, regular updates on best practice, and health and safety guidance.

Physical Education remains a key component of the school curriculum, contributing significantly to pupils' overall development.

Recent data from the July 2025 *Inclusive Health Check*, conducted as part of our successful Gold-level School Games Mark submission, shows a marked improvement in pupils' fitness levels. A large percentage of students now achieve the government's target of 60 active minutes per day.

Pupil engagement in PE remains consistently strong, with many identifying it as their favourite subject through pupil voice feedback.

Our continued membership with afPE has enhanced the quality of PE delivery, particularly in terms of embedding new, health and safety-focused teaching strategies. Pupils reported in the pupil voice that health and safety is delivered in lesson in order to make sure that the risk of injury is reduced.

Sustainability-

Investment in durable, high-quality equipment ensures long-term use and reduces the need for frequent replacements.

Ongoing CPD strengthens our offering as faculty, with staff sharing effective strategies and resources during faculty meetings minimising reliance on external training.

Continued afPE membership offers cost-effective access to professional development and statutory compliance, supporting lasting improvements in PE provision.

To continue increasing pupil participation in both intra-school and inter-school sports competitions and events, including School Games and wider opportunities across Staffordshire

Competitive sport continues to flourish at St Edward's, with a marked rise in both intra- and inter-school fixtures reflecting the school's growing commitment to sport at all levels. This increased focus has had a positive effect on pupils' physical fitness, academic engagement, Teamwork, and connection with the wider community, while also building essential life skills along the way.

Increased participation among Pupil Premium and SEND pupils has been particularly encouraging. We have specifically targeted these groups through pupil voice to see what sports they would like to engage in and by the PE department finding more inclusive fixture programme and the introduction of new sports. These opportunities have strengthened school representation and contributed to

This academic year, St Edward's has participated in a record number of sporting events and festivals, reflecting our commitment to providing opportunities for all pupils to engage in a wide range of sports, regardless of ability.

We have actively entered competitions across various disciplines and levels, ensuring inclusivity and broad participation.

In addition to our external fixtures, the school has proudly hosted numerous events, from intra-school competitions—such as the Badminton County Qualifiers at Leek High—to *inter-house events* including Sports Day, Inter-Form Football, Tennis, Orienteering, and Cross Country.

It has been a year full of achievement, participation, and celebration. Below is just a snapshot of our many sporting successes—captured in pictures that showcase the spirit and talent of our pupils.

numerous successes at local and county events.

Pupils are increasingly embracing a positive approach to health and wellbeing. Inclusive sporting events—including changing Sports Day activities —have played a key role in encouraging broader engagement.

Through these experiences, pupils are developing critical personal attributes like Courage, Hope, Respect and friendship. Our expanding extracurricular offer, includes a wide range of teacher and pupil-led clubs, ensuring all students have meaningful chances to participate, achieve, and enjoy.

Highlights of this year's competition calendar include participation – Runners up in the Year 5 & 6 Girls Football tournaments, Tag Rugby success, Sports Hall Athletics winners, Cross Country winners, KS2 Netball, Runners up at year 5/6 Cricket tournament and KS2 Badminton tournaments.

We are especially proud to have achieved the School Games Gold Mark year, recognising our ongoing commitment and hard work to excellence in school sport.

Sustainability-

- Continued affiliation with local competition providers to allow access to regular events for KS2 pupils.
- Durable investments in sports equipment (e.g., Rugby and sports day equipment) enable the school to host competitions, decreasing the need for travel.

