





PE Funding Evaluation Form

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

Review of last year 2023/24

What went well?	How do you know?	What didn't go well?	How do you know?
Active lunchtime and breaktime activities, supported by sports coaches, increased pupil engagement and reduced behaviour issues.	Observations from staff and feedback from lunchtime sessions indicate improved structure and participation.	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.
SEND pupils successfully engaged in competitive sports, including winning gold at the regional Panathlon competition.	Results from competitive events and participation records for SEND pupils confirm this achievement.	Limited teacher involvement in competitions due to our Sports Coach leading on this area of work.	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 £19,960

What are your plans for 2024/25	How are you going to action and achieve these plans?
Intent	**Implementation**
1. Targeted Lunchtime Provision – Central Education • **Key Indicator:** Increasing engagement of pupils in regular physical activity. **Cost:** £9,600.00	**1. Targeted Lunchtime Provision** • **Impact Group:** Targeted groups of pupils identified as needing additional activity. • **Implementation:** PE Lead to select pupils for the targeted lunch club and identify an area of the playground for the club to take place. The club will be led by the participating children's motivations.
2. North Solihull Sport Partnership Membership & Participation • **Key Indicator:** Increasing participation in competitive sports. **Cost:** Membership £2,600.00 Staffing costs £3,010.00 **Total:** £5610.00	**2. North Solihull Sport Partnership Membership** • **Impact Group:** Whole school (Years 1-6). • **Implementation:** Sport Lead Rachel will communicate with SGO about which events we would like to attend. Rachel will also collate the participants on the Absolute Education platform to showcase the number of pupils that have had the chance to represent Kinghurst Primary School Across the academic year.
3. Primary PE Planning Subscription • **Key Indicator:** Increasing staff confidence, knowledge, and skills in teaching PE. **Cost:** £395.00	**3. Primary PE Planning Subscription** • **Impact Group:** All staff delivering PE and experiences of pupils. • **Implementation:** Teachers use the pre-built lesson plans to structure their lessons, ensuring consistency across year groups. Use assessment tools provided by the subscription to track pupil progress and inform future planning.
4. Rowing Machines • **Key Indicator:** Increasing participation in regular physical activity and sport. **Cost:** £455.00	**4. Rowing Machines** • **Impact Group:** Year 5/6 pupils, including targeted SEND and underrepresented groups. • **Implementation:** Sport lead to work with identified pupils to prepare them ahead of the North Solihull Sport Event.
5. Dance Afterschool Club • **Key Indicator:** Increasing engagement of pupils in regular physical activity. **Cost:** £300.00	**5. Dance Afterschool Club** • **Impact Group:** Pupils from Years 3-6. • **Implementation:** Personal development lead to work with providers from the School sport partnership cheerleading provider to ensure the provision continues beyond the 6 weeks of provision leading into the festival.

6. Extra-Curricular Club Expansion • **Key Indicator:** Increasing engagement of pupils in regular physical activity. **Cost:** £3000.00	**6. Extra-Curricular Club Expansion** • **Impact Group:** Targeted groups informed by pupil voice surveys. • **Implementation:** PE lead to survey pupils (Autumn 2) 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.
7. Staff CPD Based on Confidence Audit • **Key Indicator:** Increasing staff confidence, knowledge, and skills in teaching PE. **Cost:** £600.00	**7. 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 CPD through the North Solihull Sport Buy in initially and beyond that utilise the allocated funds to support staff confidence.

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?
1. Targeted Lunchtime Provision – Central Education • **Expected Impact:** Improved physical activity levels for targeted groups. • **Sustainability:** Creates habits of active engagement during unstructured times.	**Indicators of Success:** • Increased participation of targeted groups during lunchtime activities (tracked via attendance registers or activity logs). • Observations by lunchtime supervisors or PE staff showing active engagement. • Pupil voice surveys reflecting improved attitudes toward physical activity. • Reduction in behavioural incidents during lunchtimes, indicating more structured engagement. **Evidence:** • Participation data, pupil feedback, and behavioural records.
2. North Solihull Sport Partnership Membership • **Expected Impact:** Access to multiple sporting events and competitions. Targeting 65% of pupils. • **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.	**Indicators of Success:** • Percentage of pupils participating in inter-school sporting events meets or exceeds the 65% target. • Positive pupil feedback on their experiences in events (collected through surveys or discussions). • Increase in the number of pupils joining extracurricular sports clubs after participating in events. **Evidence:** • Attendance and participation logs for events. • Pupil voice surveys. • Analysis of participation data by demographic groups (e.g., SEND or disadvantaged pupils).
3. Primary PE Planning Subscription • **Expected Impact:** Improved lesson delivery and consistent teaching quality. • **Sustainability:** Reusable lesson plans and schemes of work.	**Indicators of Success:** • Staff demonstrate increased confidence in delivering PE lessons (measured through staff surveys or evaluations). • PE lessons become more consistent and structured across year groups (evident from lesson observations). • Improved pupil outcomes in PE assessments (progress in physical skills, understanding, and teamwork). **Evidence:** • Staff feedback and confidence audits.

	• Observations and evaluations of lesson quality. • Pupil progress data from assessments.
4. Rowing Machine Hire • **Expected Impact:** Exposure to new activities and competitive events. • **Sustainability:** Builds confidence and fosters interest in diverse sports.	**Indicators of Success:** • Engagement of Year 5/6 pupils, including SEND and underrepresented groups, in rowing activities. • Positive feedback from pupils about their experiences with rowing. • Participation in competitive rowing events by selected pupils. **Evidence:** • Attendance records for rowing sessions. • Pupil voice feedback. • Performance at interschool rowing events (if applicable).
5. Dance Afterschool Club • **Expected Impact:** Builds on enthusiasm from previous cheerleading provision. • **Sustainability:** Expands extracurricular offering based on pupil interest.	**Indicators of Success:** • Regular attendance and retention of pupils in the dance club. • Positive pupil feedback on the dance sessions and increased interest in dance as a physical activity. • Growth in participation compared to previous cheerleading sessions. **Evidence:** • Club attendance records. • Pupil voice surveys or focus group feedback. • Comparison of dance participation rates with previous club offerings.
6. Extra-Curricular Club Expansion • **Expected Impact:** Increasing engagement of pupils in regular physical activity. • **Sustainability:** Improved engagement of underrepresented pupils in clubs.	**Indicators of Success:** • Increase in the number of underrepresented pupils (e.g., SEND, disadvantaged) attending extracurricular clubs. • Clubs filled to capacity, indicating high demand and interest. • Positive pupil feedback highlighting enjoyment and perceived benefits of club activities. **Evidence:** • Club attendance data segmented by demographics. • Feedback from pupils and parents. • End-of-year summary report on extracurricular club participation.
7. Staff CPD Based on Confidence Audit	**Indicators of Success:**

• **Expected Impact:** Enhanced teaching quality and pupil outcomes. • **Sustainability:** Builds internal capacity for high-quality PE delivery.	• Increased confidence scores from staff in follow-up audits after CPD sessions. • Improved quality of PE lessons, as observed during lesson evaluations. • Staff independently incorporating new strategies or skills into PE delivery. **Evidence:** • Pre- and post-CPD confidence audits. • Lesson observations and evaluations by PE leads. • Pupil progress and engagement data in PE lessons.

Actual impact/sustainability and supporting evidence

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