

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



What went well?	How do you know?	What didn't go well?	How do you know?
We successfully embedded the principles of the 30:30 initiative by increasing opportunities for active playtimes and integrating physical activity into daily lessons. Pupils now consistently engage in at least 30 minutes of structured physical activity during the school day, contributing to improved focus, behaviour and overall physical well-being.	This impact has been evidenced through teacher observations, improved classroom behaviour logs, pupil feedback highlighting increased enjoyment and energy levels and a noticeable reduction in low-level disruptions during afternoon lessons.	To further enhance pupil participation and extend sporting opportunities beyond the school day, we have made significant progress in building links with local sports clubs. In order to ensure that clubs outside of school are recognised and celebrated, over 30 external clubs have now been added to INSIGHT, enabling us to accurately record participation points in FF. As a result, 207 children are now attending a variety of external clubs across 19 different settings—demonstrating a growing culture of active lifestyles within our school community. The alignment of PE curriculum units with school-based clubs has also contributed to this positive shift. For example, two Year 5 children joined a local netball club after taking part in the invasion games unit in PE and subsequently attending the school's netball club. Similarly, two previously inactive girls are now	Attempts to build external links with local sports clubs were less successful than anticipated, primarily due to limited parent engagement. We identified this through low pupil attendance at club taster sessions and external sporting events, despite repeated invitations and communication via newsletters, emails and parent meetings. Feedback from sports providers also indicated limited follow-up interest from families. These factors highlighted a gap between school efforts and parental support, which hindered the sustainability of partnerships with clubs. Going forward, we aim to explore more direct engagement strategies with parents to better communicate the benefits of community sport opportunities.

		regularly attending a local Fitness and Conditioning class, following their involvement in the Girl Power initiative at school. While there have been some challenges in fully engaging parents and communicating the logistics and benefits of these external partnerships, we recognise this as an area for continued development. Future efforts will focus on strengthening communication channels with families and identifying more accessible, inclusive ways to encourage sustained participation in sport beyond the school environment.	
Pupil participation in external sports competitions increased significantly this year, reflecting strong engagement and enthusiasm across year groups. Our teams demonstrated excellent sportsmanship and achieved notable success in several local and regional events, showcasing the positive impact of our focused investment in physical education and extracurricular sports.	The impact was clear through increased numbers of pupils representing the school, positive feedback from event organisers and parents, and a boost in pupil confidence and aspiration—evident in follow-up surveys and increased sign-ups for future sporting opportunities.	Although P.E. CPD opportunities were provided throughout the year, staff confidence and subject knowledge remained inconsistent across year groups. Lesson observations and staff feedback highlighted variability in the delivery of key skills, differentiation, and assessment within P.E. lessons. Some staff expressed uncertainty in planning and delivering progressive, engaging sessions, particularly in less familiar areas such as gymnastics and invasion games. This inconsistency impacted the overall	We identified inconsistent staff confidence through a combination of lesson observations, staff surveys, and informal feedback during planning sessions. Monitoring showed variation in lesson quality, particularly in areas such as differentiation, progression of skills and use of assessment. Several staff members also reported in CPD evaluations that they felt underprepared to deliver certain elements of the curriculum, especially in gymnastics and team sports. This feedback, combined

		quality and continuity of P.E. provision. Moving forward, we plan to offer more tailored, practical CPD and coaching support, alongside peer mentoring and model lessons, to build greater confidence and capability among all staff.	with pupil voice responses noting less engaging or varied lessons in some classes, indicated a clear need for more targeted support and training.
This year, we placed a strong emphasis on developing young sports leaders and peer coaches, empowering pupils to take ownership of their learning and support others. Through structured roles in lessons and playtimes, pupils demonstrated not only their physical skills but also a clear understanding of rules, tactics and respectful sporting behaviour. This has fostered a positive ethos of encouragement and teamwork, where children confidently show both what they know and what they can do.	The impact was evident through increased pupil confidence in leading warm-ups and small group activities, improved cooperation during playtimes, and teacher observations noting a stronger sense of responsibility, communication, and peer-to-peer support across year groups.	A key area of development remains the consistent assessment of pupils' knowledge and skills at the end of P.E. units. While some staff were able to track pupil progress informally, there was no consistent whole-school approach to assessing what children could do and what they had learned. This made it difficult to identify clear next steps, monitor progression over time, or report accurately on individual achievement. Staff confidence in using assessment tools varied. To address this, we aim to introduce a simple, progressive assessment framework aligned with our P.E. curriculum, supported by staff training and moderation opportunities.	This issue became evident through planning scrutiny, lesson observations and staff discussions, which revealed varied approaches to assessing pupil progress in P.E. Some teachers reported a lack of clarity around what to assess and how to record it effectively. End-of-unit reflections were often inconsistent or missing. Additionally, there was limited evidence of assessment being used to inform future planning. These findings highlighted the need for a more structured and consistent approach to assessment across all year groups.

Review of last year 2023/24

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 and after school Provision – Specialist P.E teacher Key Indicator: Increasing engagement of pupils in regular physical activity. Cost: £13, 442	1. Targeted Lunchtime and after school 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.	2. North Solihull Sport Partnership Membership Impact Group: Whole school (Years 1-6).

Cost: Membership £2,000.00 Total: £2,000.00	• Implementation: Sport Lead Tom and Lauren will communicate with SGO about which events we would like to attend. Tom and Lauren will also collate the participants on the Absolute Education platform to showcase the number of pupils that have had the chance to represent Fordbridge Primary School Across the academic year.
3. North Solihull Sport Partnership Membership & Participation • Key Indicator: Increasing staff confidence, knowledge, and skills in teaching PE. Cost: Membership £650.00	3. North Solihull Sport Partnership Membership • Impact Group: Support staff supporting PE and experiences of pupils. • Implementation: SGO delivers CPD for all support staff to increase confidence and knowledge of how to support, scaffold and challenge pupils during P.E lessons.
4. Gymnastic benches and Gymnastic mats • Key Indicator 1: The engagement of all pupils in regular physical activity • Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils Cost: Benches - £1202.00 Cost: Mats - £714.00 Total cost: £1916.00	4. Gymnastic benches and Gymnastic mats • Impact Group: Whole school, including targeted SEND and underrepresented groups. • Implementation: New gymnastics equipment was purchased and integrated into curriculum and extracurricular activities to encourage wider participation in physical activity. The improved mats and benches provided a safer, more supportive environment that enabled pupils to explore movement with greater confidence, particularly in balancing, jumping and floor work. For pupils with severe SEND, the mats were crucial in supporting sensory and physical needs by offering a stable and cushioned surface for movement and sensory exploration. Staff were able to differentiate tasks more effectively, allowing all pupils to take part at their own level and experience success. As a result, participation in gymnastics-based lessons increased across all year groups, with notable improvements in engagement, physical confidence and inclusion among SEND pupils.
5. Year 6 top up swimming • Key indicator 1: The engagement of all pupils in regular physical activity Cost - £1837.20	Year 6 top up swimming • Impact Group: • Pupils who did not achieve all three criteria. • Pupils with low water confidence or SEND. • Those who missed swimming sessions due to illness, absence, or other barriers. • Implementation: Initial swimming assessments are conducted during regular Year 4 or 5 sessions. Pupils who haven't met the required standards are identified for top-up. The PE and Sport Premium is used to fund the sessions, including transport, pool hire and qualified

	instructors. Sessions are planned in collaboration with swimming providers and usually take place in the summer or final term of Year 6. Small group instruction allows for more personalised support. Emphasis is placed on confidence-building, stroke technique and safety skills. Progress is tracked, and outcomes are reported.
6. Beyond physical staff CPD • Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Cost - £649.00	Beyond physical staff CPD • Impact Group: Support Staff (e.g., teaching assistants) involved in delivering PE or running sports clubs/activities. Classroom Teachers who deliver PE but lack in-depth subject-specific training or confidence. • Implementation: Theory based course to achieve level 3 in supporting P.E and school sport. A consistent curriculum or teaching approach that all participants learn and embed into their teaching practice. Teachers collaborate in peer-learning groups, planning and reflecting together. Sessions facilitated by experienced practitioners or external experts who model good practice. Opportunities to revisit learning across the year. Staff are supported to embed innovations via follow-up sessions, peer-coaching or led by a coordinator.
Total income – £20,350,00	
Total spend – £20,474.20	

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 – Specialist P.E teacher • 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, specialist P.E teacher and P.E lead 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 & Participation • Expected Impact: Access to multiple sporting events and competitions. Targeting 70% of pupils.	Indicators of Success: • Percentage of pupils participating in inter-school sporting events meets or exceeds the 70% target.

• 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.	• 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 – absolute education)
3. North Solihull Sport Partnership Membership & Participation (staff CPD) • Expected Impact: Improved lesson delivery and consistent teaching quality – including supporting and challenging pupils using support staff. • Sustainability: Staff confidence and team teaching can up-level new staff to create a consistent level of quality first teaching.	Indicators of Success: • Staff demonstrate increased confidence in delivering and supporting PE lessons (measured through staff surveys or evaluations). • PE lessons become more consistent and structured across year groups- identifying children who need supporting or challenging in all lessons. (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. Gymnastic benches and Gymnastic mats • Expected Impact: Exposure to new activities and competitive events. • Sustainability: Builds confidence and fosters interest in diverse sports and healthy activity.	Indicators of Success: • Engagement of pupils, including SEND and underrepresented groups, in gymnastic, dance and infant agility activities. • Positive feedback from pupils about their experiences with gymnastics. • Participation in competitive rowing events by selected pupils. Evidence: • Attendance records for rowing sessions. • Pupil voice feedback. • Performance at inter school gymnastic and infant agility events (if applicable).

5. Year 6 top up swimming • Expected Impact: Improve number of Year 6 pupils achieving national swimming standards. Increase confidence and safety awareness in water. Greater equity—support pupils who may not otherwise have access to swimming opportunities. Support broader school goals around physical activity, wellbeing and life skills. • Sustainability: Assess swimming ability in Years 3 or 4 so underachieving pupils can be targeted earlier. This reduces pressure on Year 6 and builds a more sustainable, progressive swimming pathway across KS2. Embedding a swimming assessment schedule helps monitor progress over time and avoid last-minute interventions.	Indicators of Success: • Higher number of Year 6 pupils achieving all 3 NC expectations • Pupils show measurable improvement in swimming ability from baseline to final session. • School uses a clear tracking systems to show distance swam unaided, confidence and strokes improved. • Pupils report increased confidence and enjoyment in swimming. • Parents are aware of progress and more likely to support swimming outside school. Evidence: • Number/percentage of Year 6 pupils achieving: • Individual pupil swimming scores or skill levels before and after top-up sessions. • Shows improvement in earlier provision (Years 3–5). • Quotes or survey responses showing increased confidence, enjoyment, or interest in swimming.
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. Beyond physical staff CPD Expected Impact: Beyond physical delivery, Level 3 staff CPD will strengthen our curriculum leadership, improve data tracking and early intervention, embed a whole-school culture of physical activity and reduce reliance on external providers. This will lead to more inclusive, confident and sustainable provision.	Indicators of Success: • More pupils able to swim 25m unaided. • Pupils demonstrating safe self-rescue skills and multiple stroke techniques. • Disadvantaged or less confident pupils achieving swimming proficiency by Year 6. • Pupils feeling confident, safe, and enthusiastic about swimming.

Sustainability: Investing in Level 3 CPD has proved sustainable by building internal capacity, reducing reliance on external coaches, supporting long-term curriculum planning and enabling staff to lead inclusive, high-quality provision year after year.

- Parents understanding the importance of swimming and supporting continuation outside school.
- Pupils applying water safety knowledge in class (e.g. PSHE links).
- Improved physical and mental wellbeing among less active children.

Evidence:

- Observations or anecdotes of increased resilience, teamwork, or self-esteem
- Evidence of early identification (e.g. swim data reviewed in Year 4 or 5).
- Increase in pupils joining after-school or weekend swim clubs.
- Parent surveys or feedback (comments on progress, changes in attitude).
- Pupil voice surveys (e.g., "I feel safer in water," "I enjoy swimming more now").
- Attendance and participation rates
- Records showing % increase in pupils meeting NC requirements vs previous years.
- Breakdown of progress by key groups: Pupil Premium, EAL, SEND.

Actual impact/sustainability and supporting evidence

What impact/ sustainability have you seen?	What evidence do you have?
Targeted Lunchtime Provision – Specialist P.E teacher • Noticed improved engagement from less active or disengaged pupils. • Specific groups (e.g., SEND, PP, girls, or those with low confidence) more likely to participate in structured, inclusive activities. • Fewer incidents of low-level behaviour at lunchtime due to structured activity.	• Surveys or pupil interviews show increased enjoyment of physical activity. • Target pupils (e.g. girls, SEND, less active children) report feeling more included and confident. • Attendance logs showing increased numbers of children participating regularly in lunchtime activities. • Reduced lunchtime behaviour incidents since provision was introduced.

• Teachers report improved concentration and behaviour in afternoon lessons, particularly among high-energy pupils. • Older pupils (e.g. sports leaders or playmakers) take on leadership roles, developing responsibility and positive peer influence. • Trained pupil sports leaders or play leaders ensure sessions continue with minimal adult input. • Leadership pathways embedded into school culture. • Staff upskilled to confidently facilitate or oversee lunchtime activities. • Activities require minimal equipment and can be easily replicated. • Use of existing resources and outdoor space makes the provision cost-effective. • Lunchtime provision now a core part of the school's physical activity strategy. • Timetabled zones or activity areas are well-used and managed.	• Fewer transitions to the mentor room or fewer peer conflicts during lunch. • Staff reporting calmer afternoon lessons and better pupil focus. • SLT or class teachers noting improved behaviour, confidence, or social skills. • Visual evidence showing active participation, leadership and teamwork. • Photos, timetables, or training records of sports leaders supporting sessions. • Activity cards, zone maps, or structured play rotas.
North Solihull Sport Partnership Membership & Participation • Pupils are more enthusiastic about PE due to the chance to represent the school. • Pupils strive to improve performance, effort and sportsmanship to earn a place in competitive teams. • Many pupils, including those with lower self-esteem or SEND, have developed confidence through team inclusion and competition. • Pupils demonstrate greater resilience, coping with both success and setbacks constructively. • Clear evidence of pupils displaying respect, teamwork and resilience during competitions. • Inter-school fixtures have helped develop a strong sense of pride and community. • Exposure to higher-level competition has accelerated skill acquisition and tactical understanding across sports. • Pupils have applied what they've learned in curriculum PE lessons into real-life game situations.	• Participation Records • Surveys, quotes or video interviews where pupils describe their experience. • Noticing certain pupils grow in confidence. • Team photos with medals/certificates. • Newsletter articles for sportsmanship or effort. • Website/social media posts about events. • Assessment data or teacher notes showing: • Transfer of competition experience into improved PE lesson performance • Pupils applying tactics, rules, or skills confidently. • Annual overview of planned sports events and fixtures. • Links to PE Long-Term Plan. • Evidence of sports leaders supporting intra-school events or competitions. • Records of training attended through the Sport Partnership (e.g. officiating, sport-specific sessions).

• Through varied competitions (e.g. SEND festivals, 'B' and 'C' team events and non-competitive festivals), more pupils have accessed school sport beyond the most able. • Long-term commitment to the partnership secures continued access to competitions, training, CPD and festivals. • Positive relationships built with other schools, leading to collaboration and fixture planning. • Clear, inclusive systems for identifying pupils to participate — e.g., selection criteria, class-based trials or teacher nominations. • PE staff and support staff have accessed training through the partnership (e.g. officiating, sport-specific CPD), helping build internal capacity to run events independently. • Sports leaders or Young Ambassadors help run intra-school competitions and assist with inter-school events (e.g. hosting). • Competitive and festival events are mapped across the academic year and integrated into PE planning and enrichment. • Participation is monitored and reflected upon in pupil voice and PE assessments.	
Extra-Curricular Club Expansion • More pupils are now regularly involved in extra-curricular activities, including those who previously didn't attend any clubs. • A wider variety of clubs (e.g. dance, basketball, multi-sports) appealed to different interests, increasing inclusivity. • Expansion contributed directly to pupils meeting their 60 active minutes a day by adding activity outside curriculum time. • Children who struggle to engage in structured PE thrived in a less formal, more social environment. • Teachers and support staff reported improved behaviour, focus and self-regulation in children who regularly attended clubs. • Pupils developed friendships and teamwork skills across year groups, supporting social development and emotional wellbeing.	• Registers showing numbers of pupils attending each club. • Term-on-term growth in participation. • Questionnaires showing enjoyment, confidence and preferences • Feedback from less active groups showing improved attitudes toward sport and activity. • Comments about what they've learned (e.g. teamwork, resilience, fun). • Club leaders' feedback on pupil engagement, skill development and behaviour. • Pastoral notes showing improved confidence or reduced anxiety in pupils attending active clubs.

• Targeted provision (e.g. for girls, pupil premium, SEND) helped reduce barriers to participation. • Offering a mix of competitive and non-competitive clubs meant more children felt confident to join. • Older pupils helped support or lead parts of clubs, promoting leadership and confidence. • Clubs are now an expected and valued part of the weekly routine for pupils and families. • Participation is celebrated through assemblies, Class Dojo, Flourishing Futures graduation and certificates. • A clear, termly extra-curricular timetable ensures sustainability and clear communication with parents. • Equipment investment and use of school spaces (e.g. hall, MUGA, field) have made clubs easy to host all year round. • Regular tracking of attendance by group (e.g. PP, girls, SEND) ensures no group is overlooked. • Pupil voice continues to guide which clubs are offered, keeping provision relevant and popular.	• Celebration of club success (e.g. team photos, certificates, Dojo posts). • Assessment data from PE lessons showing improved physical skills that link to club activities. • A year-long or termly club timetable showing variety and consistency. • Planning that includes rotating clubs and access for all year groups. • Sports Premium spending breakdown showing investment in club provision. • Evidence of termly tracking of club attendance to ensure reach and equity. • Adjustments made based on who is or isn't engaging (e.g. targeting PP or girls)
Year 6 top up swimming • Pupils who were below the national standard (25m unaided swim) showed measurable progress. • Some non-swimmers or weak swimmers became more confident and competent in water. • Pupils demonstrated greater confidence in the water. • They gained life-saving skills such as floating, treading water, and understanding water safety. • Provided an alternative form of physical exercise that was enjoyable and inclusive. • Helped less active pupils engage in a physical activity that may suit their interests better than traditional PE. • Helped close the attainment gap for pupils who may not have access to private swimming lessons.	• Pre- and post-top-up data: % of pupils able to swim 25m unaided, perform safe self-rescue, and swim using different strokes. • Compared this with Year 6 cohort data from previous years. • Individual or class-level progress tracking (e.g., how many lessons it took to meet objectives). • Identify patterns — did most children improve? How many reached expected standards after the top-up? • Breakdown of how funds were used and which groups of pupils benefited. • Short surveys, interviews, or written reflections. • Informal conversations, questionnaires, or parent evening comments.

• Particularly beneficial for disadvantaged pupils or those with limited prior exposure to swimming. • Parents became more aware of the importance of swimming as a life skill. • Some families reported signing their children up for additional swimming sessions outside of school. • Cost-effective when focused on those who need it most (i.e., non-swimmers or those below standard). • Can be continued annually as part of a long-term PE and life skills strategy. • Systems to monitor swimming data from Year 3–6 can better plan top-up support. • Pupils leave primary school with essential water safety and swimming competence, creating a long-term benefit. • Establishing sustainable links with local swimming providers can secure slots and reduce future costs. • Equips pupils with a life skill that may prevent accidents later in life.	
Beyond physical staff CPD • Teachers are more confident, skilled and consistent in delivering high-quality PE. • Lessons are more structured, inclusive and focused on progression. • A clear, shared understanding of what good PE looks like. • All staff following a structured scheme with aligned progression. • Pupils more active, engaged and making progress in key physical skills. • Higher participation in sport, especially among less active pupils. • Teachers and support staff feel empowered to lead PE or deliver with minimal external support. • Staff more willing to lead extracurricular clubs or competitive sport.	• Lesson observations showing improved pedagogy and pupil engagement. • Staff feedback indicating increased confidence in delivering specific PE units (e.g. gymnastics, invasion games). • Greater use of differentiation, assessment and inclusive practices. • Shared planning formats or schemes (PPP). • Curriculum documentation shows whole-school alignment. • Fewer disparities between year groups in provision. • Pupil voice surveys • PE assessment data showing improved skill development. • Increased uptake in extracurricular clubs or competitions. • CPD evaluations. • Number of staff volunteering to run clubs or represent the school in events.

