



# PE Funding Evaluation Form

Lowercroft Primary School  
2024/2025

Commissioned by



Department  
for Education

Created by





## 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?
<ul style="list-style-type: none"> <li>• Wide range of extracurricular sports clubs delivered with the help of external coach, including football (boys and girls), cricket, tennis, rugby, netball, athletics, and multi-sports.</li> <li>• Pupil voice indicates that clubs are highly valued, and attendance is consistently high across year groups.</li> <li>• Huge success in inter-school sports, with notable achievements in girls' football. The new football kits have raised morale and pride in representing the school.</li> <li>• Meaningful inclusion of pupils with SEND through Panathlon events and adapted sports such as bowling.</li> <li>• Memorable visit from an Olympic</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice surveys: 93% of pupils say they enjoy PE and want more opportunities.</li> <li>• Gold School Games Mark achieved for inclusive and high-quality provision.</li> <li>• Club registers and competition outcomes clearly show increased participation.</li> <li>• Photos, newsletters, and social media celebrate a vibrant PE culture.</li> <li>• Lesson observations and pupil work show progress in skill development across curriculum PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all year groups had equal access to enrichment opportunities - e.g. Year 1 and 2 had fewer competitive events.</li> <li>• Some teachers lacked confidence to deliver aspects of PE independently.</li> <li>• A few lunchtime club sessions were cancelled due to poor weather or staffing limitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Termly club data showed lower engagement from KS1 pupils.</li> <li>• Staff feedback collected during CPD identified areas for support, especially around gymnastics and using outdoor space more creatively.</li> </ul>

## Review of last year 2023/25

athlete who delivered motivational sessions and signed autographs. Pupil feedback shows this was highly inspiring.

- Innovative introduction of DRUHM (a fitness and drumming initiative) engaged pupils across KS2 in a unique fusion of music and movement.

- All Year 4 pupils accessed swimming lessons, with non-swimmers identified for future top-up sessions.

- Forest School provided weekly opportunities for outdoor learning and physical development, particularly benefiting children with SEMH needs.

## Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>• Develop targeted clubs for KS1, girls, and children with SEND to improve equity of opportunity.</li> <li>• Create pathways from curriculum PE into lunchtime and after-school sport.</li> <li>• Launch new pupil-led initiatives such as a "Wellbeing Walk Club".</li> <li>• Develop pupil leaders as "Playground Coaches" to lead games at break times.</li> <li>• Continue to celebrate pupil achievements through assemblies, social media, and newsletters.</li> <li>• Expand links with Bury FC and local coaches to provide talent spotting and club access.</li> </ul>	<ul style="list-style-type: none"> <li>• Audit participation data termly to track group-level engagement (gender, SEND, PPG).</li> <li>• Provide bespoke CPD based on staff need, including real-time support from external coach.</li> <li>• Purchase additional inclusive equipment (e.g. soft tennis balls, large racquets, boccia sets).</li> <li>• Plan for top-up swimming</li> <li>• Link activities with cross-curricular work (e.g. PE linked to Science on heart health).</li> <li>• Continue partnerships with local sports clubs and secondary schools for inspiration and transition support.</li> </ul>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ul style="list-style-type: none"> <li>• A broader range of children will access regular physical activity - especially those from groups underrepresented in previous years.</li> <li>• All staff will become more confident in delivering high-quality PE independently.</li> <li>• Increased enjoyment and self-esteem through active leadership roles (e.g. Playground Coaches).</li> <li>• Long-term links with local sports providers will sustain access and nurture talent.</li> <li>• Enhanced mental well-being and behaviour outcomes through outdoor learning and sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Club registers analysed by group (gender, SEND).</li> <li>• Staff feedback collected after CPD and during learning walks.</li> <li>• Parent surveys (e.g. "My child feels encouraged to take part in sport at school.").</li> <li>• Pupil Wellbeing Survey and Active Lives data.</li> <li>• Competition entries and results compared to previous years.</li> <li>• Playground Leaders journal and pupil leadership voice logs.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• Positive shift in school culture - pupils refer to sport as 'exciting' and PE as their 'favourite subject.'</li> <li>• Increased competitive success and inclusion, evidenced by our Gold Sports Mark and wider access to events.</li> <li>• Staff CPD and shadowing of the coach has improved confidence, especially in dance and athletics.</li> <li>• Playground leaders and cheerleading teams model behaviour, help peers, and create positive playtimes.</li> <li>• Forest School and DRUHM have provided crucial enrichment and mental health benefits.</li> <li>• Girls' football success has dramatically increased participation from girls in all sports.</li> <li>• Our connection with Bury FC has offered children aspirational experiences and family engagement.</li> </ul>	<p>Photographs, social media, pupil and staff voice, newsletters, CPD logs, event outcomes, attendance data, School Games applications.</p> <ul style="list-style-type: none"> <li>• Pupil Voice: Children expressed how PE has become one of their favourite subjects. In surveys, over 90% said they felt more confident and happier after physical activity sessions. Girls specifically noted feeling empowered and included thanks to the focus on girls' football.</li> <li>• Club and Competition Logs: Registers show a notable increase in club uptake across all year groups. School competition entries have doubled compared to the previous year.</li> <li>• Staff CPD Records: Staff who received support from our external coach or accessed CPD through Bury School Games and local partnerships reported increased confidence in teaching dance, athletics, and inclusive games.</li> <li>• Photographic Evidence and Social Media: Displays, celebration boards, and weekly updates on our school newsletter on team achievements, and daily activity in action.</li> <li>• Forest School Logs and DRUHM Journals: These demonstrate how creative outdoor activities supported mental wellbeing, teamwork, and emotional regulation, particularly for pupils needing additional nurture support.</li> </ul>

## Actual impact/sustainability and supporting evidence

- *Lesson Observations and Monitoring Notes:* Senior leaders and PE lead observed improved skill progression, positive behaviour, and increased pupil engagement during PE sessions across the year.
- *Gold School Games Mark:* A key indicator of our broad, inclusive and sustainable sports programme.