

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.

*Tenterden Infant School has completed the online form from the DFE:
Reporting PE and sport premium grant expenditure*

	Sport Premium Allocated Budget for 2024/2025: £16,990	
	Spending Categories	Total Spent
Total spending for coaches and CPD	External PE coaches, including CPD for staff for whole school. PE Lead coaching and mentoring Online PE Scheme GetSetPE.	13,401
Total spending on Internal Activity	Fine and Gross Motor activities 3 times a week for specific pupils. Providing free after school Multi-Sports Club and Lunchtime Club.	1,736
Total Spending on External Activity	Bikeability Partaking in local school supporting events.	1,853
Total		16,990

The following details the INTENT, IMPLEMENTATION of the PE curriculum in 2024/25.

It also details future PE focus for 2025/26

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?
Children enjoyed a wide range of sports and feel positive about how to keep healthy.	Pupil voice and 98% participation.	Children with SEMH found the activity with others in some PE lessons triggered their anxiety.	Children were supported in mini 1-1 activities alongside the class rather than in the whole class so they were still able to improve their PE skills in a safe learning environment for them.
Increased active play at break times.	Breaktime observation and pupil voice.	Difficult to obtain the TST mini-bus and driver.	Unable to attend an away event. 2025/26 planned cover staff.
Staff increased confidence in teaching PE aspects linked to own CPD needs.	Staff team teaching and leading session with coaches. TA support included to help SEND children.	Some resources broken and not enough to go around all that were requesting a piece of equipment.	Children wanting the same piece of equipment – some more popular than others. 2025/26 identify get active activities.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To increase staff confidence in leading mini games within the PE sessions and use of technical vocabulary.</p>	<p>Expertise of PE Coaches through team teaching and staff CPD. <i>Staff will continue to identify key areas for CPD and supporting new cohort in EYFS.</i></p>
<p>To ensure adjustments are made for SEND pupils to feel confident to take part in a whole class lesson, gradually work with peers and appropriate mini targets for success are used.</p>	<p>Using online GETSET PE resource for adaptations and after lesson discussion with SEND support in the lesson. <i>Continue to develop assessment recording in 2025/26.</i></p>
<p>Adapted resources to ensure pupil progress for SEND.</p>	<p>Larger and different shaped throwing and catching resources. This also includes larger bats and shorter times in athletic tasks.</p>
<p>Support and additional guidance for PP and SEND children to take part in a multi-sports club.</p>	<p>School provide free lunchtime and after-school Multi-Sport Clubs. To review termly to ensure all pupils have access. PP pupils invited and lunch time club ensures that availability is on site for all. Fine and Gross Motor activities for identified children. <i>Continue to make progress with specific active tasks in 2025/26.</i></p>
<p>To increase inter sport activity</p>	<p>Join with TRA to take part in KS1 competitions throughout the year.</p>

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>Staff confident in leading and understanding the development of PE skills is improved. This will ensure that PE delivery improves each year.</p> <p>All children look forward to and take part in PE lessons. This leads to a healthy lifestyle and children encouraged to take part in sports outside of school.</p> <p>Pupils feel confident and enjoy taking part in inter-school competitions.</p> <p>Wide range of sporting skills on offer to take part in in School Sports Days.</p>	<p>Lesson observations with PE Lead and pupil voice. Governor visits involving learning walk and pupil conferencing.</p> <p>Observation and pupil feedback. Children share outside sporting achievements in celebration assembly.</p> <p>Using TST mini-bus to visit local school for mini competition.</p> <p>2025/26 plan ahead events with staff cover organized.</p> <p>Evidence of the event, attended by many parents and adults supporting the children. Placement stickers.</p> <p>2025/26 continue and incorporate in athletics program.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Children's level of PE skill and knowledge is seen in monitoring visits and pupil voice is positive with children describing how they have developed and what sports they enjoy.</p>	<p>PE coaching notes and pupil lesson assessments made for next step learning. <i>2025/26 research and implement efficient and informative assessment for next step teaching.</i></p>
<p>Online resources are well used for teacher CPD and lesson format builds on previous skills. Development and improvement viewed over time.</p>	<p>Staff feedback in discussions. Staff worked with coaches. <i>In 2025/26, continue building on CPD areas in PE with coaches and next cohort of children. Focus on key skills in EYFS.</i></p>
<p>After school Multi-Sport club is well attended. Lunchtime club available for all.</p>	<p>Register and observation of the PE taking place. Positive comments from parents and children. <i>Continue offering free after school Multi-sport club and lunchtime club for all.</i></p>
<p>Attending inter-school sporting events for multi-sports. The children did well competitively against local schools.</p>	<p>Children received certificates and shared success in a celebration assembly which supported and highlighted the profile of sport, inspiring others and gave the children positive self-esteem. <i>Continue in 2025/26.</i></p>