



2024/25 PE Funding Evaluation Form

2025/26 PE Funding Strategy

Keyworth Primary and Nursery School

Commissioned by



**Department
for Education**

Created by



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PE Funding Evaluation Form

- Before you decide how you are going to use the funding for this 25/26 academic year you should reflect and evaluate the impact of your use of the funding in 2024/25.
- 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 2024/25

What went well	How we know	What didn't go well	How we know
Sports Leaders programme was embedded: 10 leaders ran structured lunchtime activities, with around 80% of pupils active.	Sports Leader logs; SLT lunchtime observations; pupil voice feedback.	Engagement of least active pupils through Fun Fit and targeted invitations was inconsistent.	Baseline vs attendance data; PE Lead and Sports Coach records.
Extra-curricular clubs were well attended: Athletics (30), Gymnastics (23), Football (25+).	Club registers; pupil and parent surveys (93% agreed children can access clubs).	PPG/SEND uptake increased only modestly despite subsidised places.	Club register analysis by pupil group; year-on-year comparison.
PE promoted wellbeing: surveys showed 96% enjoy school; 97% feel encouraged to look after physical health; 95% emotional wellbeing.	Pupil and parent surveys; interviews; Healthy Living Week feedback.	Celebration of sporting success not consistently applied across classes/year groups.	Assembly logs; newsletter monitoring; staff feedback.
Healthy Living Week offered enrichment for all pupils, and staff broadened knowledge through involvement.	Attendance records; timetable; pupil reflections; staff feedback.	Lunchtime inclusivity sometimes inconsistent, particularly for KS1 and SEND pupils.	SLT playtime monitoring; MMS staff feedback; pupil voice.
PE Lead increased capacity via SGO meetings and national conference attendance.	PE Lead reports; ability to articulate INTENT and enrichment opportunities during monitoring.	—	—
Pupils accessed varied competitions: ≈80% attended a club or event; trust and local competitions increased aspiration.	Participation logs; event records; pupil surveys.	—	—
Staff confidence improved in inclusive PE teaching, with PE Lead and Sports Coach embedding adaptive strategies.	Learning walks; CPD evaluations; staff feedback.	—	—

Intended actions for 2025/26

DfE 5 Key Indicators

1. The engagement of all pupils in regular physical activity.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and physical activities offered to all pupils.
5. Increased participation in competitive sport.

Spend Categories Explained:

CPD	Internal	External
Training and development for staff to improve the delivery of PE and sport	Activities, resources, and staffing led or hosted within the school.	External events, providers, or competitions that enhance pupil experience.
a) External training courses b) Upskilling staff to deliver swimming lessons c) Internal learning and development d) Inter-school development sessions e) Online training / resource development f) External coaches supporting confidence and competence	g) School based extra-curricular opportunities h) Internal sports competitions i) Top-up swimming lessons or broadening aquatic opportunities for pupils j) Active travel k) Equipment and resource l) Membership fees m) Use of educational platforms and resources	n) Activities organised by School Games organiser network o) Other inter-school sports competitions p) External coaching staff

Key Priorities	DfE Indicator Link	Actions to achieve these	Spend Category	Sub Category	Intended impact	How we will find out and know if we have intended impact	Estimated Cost (£)
After-school clubs (staff-led)	1	After-school physical activity clubs led by school staff	Internal	g) School based extra-curricular opportunities	More pupils achieve 60 active minutes per day.	Club registers; pupil activity tracker	2000
Lunchtime activity (TAs)	1	Structured lunchtime physical activity delivered by teaching assistants	Internal	g) School based extra-curricular opportunities	Active lunchtimes reduce inactivity and improve behaviour.	Observation; activity sampling; behaviour logs	2500
Support-staff mentoring	1	Training and mentoring for support staff to lead inclusive sessions	Internal	c) Internal learning and development	Support staff extend provision and model inclusivity.	Staff confidence surveys; observation evidence	300
Subsidised clubs	1	Funded/subsidised access to after-school clubs for PPG, SEND, less active pupils	Internal	g) School based extra-curricular opportunities	Financial and confidence barriers removed; participation gap narrows.	Payment records; PPG/SEND uptake vs cohort	1000
Targeted Fun Fit/ Sensory breaks & SEN sessions	1	Target SEN and less active pupils for Fun Fit and targeted activity	Internal	g) School based extra-curricular opportunities	Increased participation and confidence for targeted pupils.	Baseline vs end data; pupil surveys; staff records	800
Develop pupil sports leadership	2	Maintain programme for existing leaders and train new leaders	Internal	g) School based extra-curricular opportunities	Leadership, confidence and peer mentoring developed.	Number of leaders; pupil surveys	600
Equip sports leaders	2	Buy resources to support sports leaders	Internal	k) Equipment and resource	Leaders deliver safe, engaging activities.	Equipment audits; pupil feedback	300
Celebrate sports leaders	2	Sports Coach promotes leaders in newsletters and blogs	Internal	g) School based extra-curricular opportunities	Raised profile of leadership in school/community.	Newsletter features; parent engagement	0

Celebrate sporting achievements	2	Weekly celebration of achievements in assemblies and classes	Internal	g) School based extra-curricular opportunities	Encourages wider participation and recognition.	Assembly logs; newsletter mentions	0
Active lifestyle assemblies	2	Plan assemblies linking sport and wellbeing	Internal	g) School based extra-curricular opportunities	Awareness of physical activity as part of wellbeing.	Assembly evaluations; wellbeing survey	0
Active lunchtimes CPD	3	Book CPD for MMS team on active lunchtimes (Chris Ballard RSSP)	External	a) External training courses	Midday staff confident to deliver structured play.	Staff survey pre/post; observation	500
Review lunchtime CPD impact	3	PE Lead reviews impact of MMS CPD regularly	Internal	c) Internal learning and development	Provision continuously improved.	Review meeting notes; activity levels at lunch	0
Sports coach induction/CPD	3	Targeted CPD and guidance for sports coach	Internal	c) Internal learning and development	Coach delivers high quality and feels supported.	Coach self-evaluation; observation feedback	300
Inclusive PE pedagogy	3	Embed and monitor adaptive and inclusive PE strategies	Internal	c) Internal learning and development	All pupils, including SEND, can succeed in PE.	Learning walks; engagement data	0
Accredited PE courses & conferences	3	Accredited PE CPD (gym, dance, athletics), conferences, wellbeing CPD	External	a) External training courses	Staff gain specialist skills; wellbeing strategies embedded.	Certificates; lesson observations	1600
Healthy Living Week – pupil offer	4	Run Healthy Living Week with wide range of activities	External	p) External coaching staff	Pupils experience new sports and lifestyle learning.	Pupil reflections; attendance logs	700
Healthy Living Week – staff CPD	4	Teachers participate with external providers for CPD	External	p) External coaching staff	Staff gain ideas for new sports delivery.	Staff reflections; future PE planning	500
Inclusive PE equipment	4	Purchase inclusive equipment (e.g. Boccia, adapted bats)	Internal	k) Equipment and resource	Broader curriculum accessible to all abilities.	Equipment use in lessons; teacher feedback	500
Curriculum PE equipment	4	Replenishment of curriculum-aligned PE equipment	Internal	k) Equipment and resource	High-quality lessons delivered consistently.	Inventory; staff feedback	3270

Residential adventurous activities	4	Staffing costs to enable adventurous activities on residential	External	o) Other inter-school sports competitions	Pupils experience outdoor challenge and resilience.	Residential evaluations; pupil feedback	600
Intra-school competitions	5	Organise increased intra-school competitions	Internal	h) Internal sports competitions	More opportunities for all pupils to compete.	Event logs; pupil voice	0
Trust events	5	Participate in Trust competitions	External	o) Other inter-school sports competitions	Access to wider competitive opportunities.	Participation logs; event results	250
SGO subscription	5	Sign up for Rushcliffe schools offer with SGO	External	n) Activities organised by School Games organiser network	Full competition calendar accessed.	Attendance records; comparison data	400
Transport and staffing for SGO events	5	Staffing and transport to SGO events	External	o) Other inter-school sports competitions	Pupils attend regardless of logistics.	Transport logs; attendance records	1000
Local school sports events (Non SGO)	5	Entry fees, transport, staffing for local sports events	External	o) Other inter-school sports competitions	Increased participation in KS1/KS2 events.	Receipts; participation records	250
						TOTAL	£17370

End of 25/26 Review: Actual impact/sustainability

Impact we have seen	Evidence to support