

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 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 2026 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

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?
Staff observations	- Identified common areas of improvement - Provide 'High Quality PE' follow up INSET	- Didn't observe all staff. - Didn't give individual focused feedback.	PE Team reflection
CPD	- Carried out lesson observations (Y6, Y4 and Reception) - Provided a followed-up staff INSET in response to the observations to highlight 'High Quality PE'. - Teachers were provided with 'High Quality PE Guidance' document to help monitor and assess own needs. B. Elliott attended 'a GSSP #Inspire – PE & School Sport Conference; Workshops - 'Adaptive PE', Sports Sanctuaries', Physical Literacy', 'Personal Development', 'Bridging the Gap: Promoting Equality in PE, Sport and Physical Activity.' E. Rochester and B. Elliott attended GSSP network meetings B. Elliott attended an GSSP workshop 'Monitoring the Quality of PE and School Sport' B. Elliott attended an 'OFSTED Ready' course B. Elliott attended an GSSP workshop 'Leading Physical Education' workshop B. Elliott attended a 'Move Like Me for Disabled Children' course	- Not all teachers had external coach CPD opportunity - Didn't utilize GSSP whole school training enhanced package	PE Team reflection

Review of last year 2024/25

	E. Rochester attended a GSSP 'Getting School Games Ready' course - Some year group teachers had the opportunity of CPD when external coaches came in to teach during their PE lessons. - All Star Sports Ltd – Rugby - Year 3 - JJ Sports – Football - Year 5 - Gateshead Tennis – Rugby - Year 4 - Staff surveys and informal feedback		
Identified staff CPD goals and planned CPD opportunities for 2025/26	- Staff completed CPD questionnaire - PE team planned opportunities for 2025/26		
Curriculum and barriers monitoring	- Staff completed half-termly monitoring forms - Actions were taking in response to form	Organizing and collection of documents was cumbersome and not efficient	PE Team reflection
Active breaks	- Monitored equipment usage - Updated and adapted equipment available - Installed basketball nets in KS1 and KS2 yards	Not all staff used the equipment at break and lunch	Monitoring, discussions and feedback
PE assessment pilot	PE coordinator carried out a successful pilot in Summer 2 2025	Previous method of assessment. Identified weaknesses in process.	Review
Pupil Voice	- Informal discussions carried out - Online surveys carried out 1-1 pupil voice carried out		
Clubs	- All clubs free of charge Outside Provisions: - All Star Sports Ltd – Rugby – Y3 lunchtime	KS1 had limited opportunities	Pupil Tracker Clubs

Review of last year 2024/25

	• & Y4 ASC • JJ Sports – Football – Y5 Girls Lunchtime Club – Y6 mixed ASC – Y6 Girls ASC • Tennis – Y3 ASC In-school Provisions: • Year 4 Speed Stacks (Miss Priestley) • Year 4 Yoga (Miss Priestley) • Year 6 Dance (Miss Rochester and Mrs Ward) – This helped prepare them for the GSSP Dance Festival • Year 3 Healthy Me Club (Mrs Johnson) • Year 1 Fitness (Miss Lamb) • Year 5 Netball (Mrs Thompson) • Year 5 Football Trials (Mr Elliott)		
Inclusion	• 50:50 gender ratio for clubs • Girls only, SEND, pupil premium, and S&E targeted clubs • INSET on High Quality PE with a focus on inclusive practice • SEND Panathlon opportunities • Blazing the Trail – Cross-curricular projects promoting Olympic Values • SEND resources shed	• Unable to take up all opportunities for SEND competitive events	
Competitive Sports	• All children took part in at least one inter-school competitive event • All children took part in at least one intra-school competitive event • Membership of GSSP SLA for PE and Wellbeing		• Pupil event tracker

Review of last year 2024/25

- 23 GSSP inter-school competitive events
- GSSP events - Selected students from Key Stage 2 have attended and competed against other schools in GSSP events including girls' football, tag rugby, cross-country, sports hall athletics, swimming, hockey, orienteering, cricket, QuadKids, athletics
- GSSP events – Some whole class and some selected students from Key Stage 1 and EYFS have attended competitive and non-competitive events with other schools including indoor athletics, multi-sports and OAA
- GSSP SEND Panathlon events – Different groups of children with SEND needs attended events involving ten pin bowling and a multi-sport festival.
- 7 Cluster events
- Cluster events – Every year group has attended at least one cluster event held by at Thorp Academy.
- 7 B&D FA inter-school competitive events
- Blaydon and District events- The Year 5/6 mixed team and Year 6 girls' team have competed in tournaments throughout the year.
- All children have had the opportunity to participate in intra-school competitive events through lessons, intra-school competition weeks and Sports Day.
- GSSP Gateshead Dance Festival- A team of Year 6 pupils showcased their

Review of last year 2024/25

	performance at the Glasshouse in Gateshead. - School Sports Days held for the whole school across two days. Key Stage 1 and 2 is organised and ran by the GSSP whilst the EYFS events were carried out by the EYFS team. For Key Stage 1 and 2, a 'Battle of the Houses' theme is used and house points will be awarded and collected to decide the winning house. These points are then added to the whole year house points totals. - Blazing the Trail – Children from each year group have participated in one Blazing the Trail project with links to PE and the Olympic values through cross-curricular activities.		
Sporting Achievements	- GSSP Cross Country – 2nd Y5/6 Boys Individual, 2nd Y3/4 Boys Individual, 3rd Y3/4 Girls Individual, 3rd Y5/6 A Team, 2nd Y3/4 B Team and 1st Y5/6 A Team - GSSP Y5/6 Countdown Cricket Winners (progress to county finals) - GSSP Y3/4 Quadkids Winners (progress to county finals) - GSSP Athletics Festival – Semi-finals (all track) – 600m Bronze, 60m Hurdles Silver, 50m Sprint Silver, 60m Sprint Bronze, Three Spring Jump Silver		
Broader experience of sports and activities offered to all pupils	Surfing at Tynemouth Longsands - Year 5 have had surfing lessons and spent the full day at the beach doing team building activities		

Review of last year 2024/25

	• Bikeability Training – Year 5 children received Stage 1 training • Bikeability Training – Year 3 and 4 children received Level 1 introductory session (TBC) • Pedestrian Training – Year 3 children to receive training • Swimming – Year 5 had weekly sessions throughout the whole year • Durham CC and Ryton CC – Cricket – Y2 and Y3 Engagement Day • Creative Dance – Dance – Years 2, 3 and 4 Dance-A-Thon Day • Year 4 and 6 Athletics Trials: These were carried out by class teachers to identify children for the GSSP Gateshead Athletics Festival • Year 3, 4, 5 and 6 Cross-Country Trials: These were carried out by class teachers and then Mr Elliott to identify children for the GSSP Gateshead Primary Cross-Country • Wholes school Rainbow Fun Run • Year 6 Gateshead Dance Festival		
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Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
1. Improve assessment of PE with new PE assessment and monitoring procedure and documents	• Successful pilot in Summer 2 2025 • Staff meeting to communicate new procedure and documents • Class teachers to implement new programme • PE coordinator to monitor implementation and impact with 'book' scrutiny and feedback
2. Increase confidence, knowledge and skills of all staff in teaching PE and Sport <u>with staff observations</u>	• Identify staff members who were not observed last year • Schedule in subject lead time to observe • Communicate with staff member intention, general focus, and areas they would like to focus on • Provide individual feedback, and whole staff feedback if common areas of support identified.
3. Increase confidence, knowledge and skills of all staff in teaching PE and Sport <u>with Staff CPD</u>	• Staff identified areas of the curriculum they would like support (Summer 2 2025) • Provide targeted CPD by using external coaches for one unit of PE for each year group (Year 6 football and Year 5 basketball already confirmed. Year 3 tennis planned but not booked. Years 1, 2 and 4 to be considered) • Provide targeted INSETS (inclusive practice and STEP application) • Provide INSETS linked to GSSP meetings and workshop • Provide INSETS using the GSSP enhanced service (PE specialist subject support and whole school training)

Intended actions for 2025/26

4. Increase engagement of all pupils in regular physical activity <u>with active breaks.</u>	- Communicate to staff expectations of using yard equipment and staff engagement to encourage active breaks. Monitor implementation. - Educate children how to use equipment - Restock yard equipment every half-term
5. Increase engagement <u>of least active pupils</u> in regular physical activity	- Class teachers to identify least active children using the new assessment and monitoring documents. - Class teachers, PE coordinators and SLT to plan provisions for them
6. Provide broader experience of a range of sports and activities <u>with improved gymnastic equipment provisions</u>	- Discuss with HT about storage availability - Review equipment and purchase - Communicate to staff
7. Identify which young people would benefit from some School Games interventions to aid their transition and liaise with SGO about these young people and potential opportunities?	- Liaise with SGO to understand transition opportunities better. - Based on this, identify young people. - Provide opportunities in conjunction with SGO
8. Raise the profile of PE and Sports across the school <u>by nominating a greater number of children for the GSSP award in recognition of the full range of awards (not just excellence)</u>	- Raise awareness and significance of award with class teachers and TAs. - Highlight the range of awards (not just for excellence) - Share nomination form with all parents so they can nominate their own child (having better knowledge of their achievements)
9. Ensure Year 6 children who have not met the swimming expectations in Year 5 have the opportunity to do so	- Identify children who have not met expectations - Provide opportunity (top up lessons) for them to continue swimming lessons with Year 5 (all year or just after SATS?)
10. Continue to raise awareness of inclusive practices through training and INSETS	- PE coordinators to attend training and workshops - PE coordinators to share best practice with staff

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. Improve assessment of PE with new PE assessment and monitoring procedure and documents • Better assessment of pupils in PE. • Specific Identification of high attainers and children who are not. Improved support for those children who are not and challenge for those of high attainment. • Targeted interventions • Focused SEND provisions • Identification of least active children • Identification of barriers to curriculum implementation and gaps in learning during current year and from previous years	• Monitoring or 'book' scrutiny of assessment book • Discussions with staff
2. Increase confidence, knowledge and skills of all staff in teaching PE and Sport <u>with staff observations</u> • Increased confidence, knowledge and skills of all staff in teaching PE and Sport • Improved quality of PE teaching and provisions	• Follow up observations • Staff discussion and feedback
3. Increase confidence, knowledge and skills of all staff in teaching PE and Sport <u>with Staff CPD</u> • Increased confidence, knowledge and skills of all staff in teaching PE and Sport • Improved quality of PE teaching and provisions	• Observations • Staff discussion and feedback

Expected impact and sustainability will be achieved

4. Increase engagement of all pupils in regular physical activity <u>with active breaks.</u> • More classes using the equipment at break and lunch • Increased engagement of all pupils in physical activity	• Monitoring of break and lunch equipment usage • Staff discussion and feedback • Pupil feedback
5. Increase engagement <u>of least active pupils</u> in regular physical activity • Increased engagement of least active pupils in physical activity	• Monitoring of targeted pupils' engagement with physical activity • Pupil feedback • Staff discussion and feedback
6. Provide broader experience of a range of sports and activities <u>with improved gymnastic equipment provisions</u> • Broader range of gymnastics opportunities and skills development	• Monitor use of equipment (if storage allows purchase) • Staff discussions and feedback • Pupil feedback
7. Identify which young people would benefit from some School Games interventions to aid their transition and liaise with SGO about these young people and potential opportunities. • Increased opportunities for identified children to support transition • Increased confidence/satisfaction with identified children with transition	• Monitoring of opportunities provided • Pupil feedback • Staff discussions and feedback
8. Raise the profile of PE and Sports across the school <u>by nominating a greater number of children for the GSSP award in recognition of the full range of awards (not just excellence)</u> • Raised profile of PE and Sports across the school • Raise awareness and recognition of broad range of 'success' and values i.e. inspiration, excellence, friendship, respect, determination, courage and equality • Increased nominations by school and from families • Celebration and all nominations	• Number of nominations submitted

Expected impact and sustainability will be achieved

9. Ensure Year 6 children who have not met the swimming expectations in Year 5 have the opportunity to do so • Children who have not met expectations have additional opportunity (top up lessons) to develop skills • Increased no of children meeting expectation by end of Year 6	• Monitor opportunities • Final assessment of children
10. Continue to raise awareness of inclusive practices through training and INSETS • Improve inclusive practices • Reduce barriers for underrepresented groups • Improved opportunities and engagement of underrepresented groups	• Monitor opportunities • Pupil feedback • Staff discussion and feedback

Actual impact/sustainability and supporting evidence

£19,500	PE and sport premium funding received
£17,159	PE and sport premium funding actual spend
£2,341	Underspend

What impact/sustainability have you seen?	What evidence do you have?
<u>Improved confidence, knowledge and skills of staff in teaching PE and Sport</u> £550 (GetSet4PE Annual Membership) £1065 (GSSP Health and Wellbeing Annual Membership) £2520 (GSSP Foundation Costs Membership) £225 (GSSP Whole School Training)	<u>Planning, Teaching and Assessment</u> - Staff have continued to use the Get Set 4 PE scheme with continued positive feedback in terms of the lesson plan quality, resources and time management. - Following OFSTED feedback, assessment in PE was reviewed. A new system was created and successfully trialed in Summer 25. The system was rolled out across the whole school at the start of Autumn 2025. - Implementation of the system was monitored and reviewed in Spring 26. A follow up INSET was provided during a staff meeting to feedback on this. <u>CPD and PE Team Meetings:</u> - Provided a followed-up staff INSET in response monitoring of the newly implement PE assessment system. B. Elliott attended 'a GSSP #Inspire - PE & School Sport Conference

Actual impact/sustainability and supporting evidence

£170 (GSSP PE Specialist Advice) £2880 (External coached in-lesson CPD)	• All PE team members attended a GSSP network meetings • B. Elliott undertook a number of online training course related to inclusive PE. • B. Elliott attended a 'GSSP Inclusive PE' workshop • Year group teachers (Y6, Y5, Y4, Y3, Y2 and Y1) had the opportunity of CPD when external coaches. • All Star Sports Ltd - Rugby - Year 4 • All Star Sports Ltd - Basketball - Years 1 and 5 • JJ Sports - Football - Year 6 • Gateshead Tennis - Tennis - Year 2 and Year 3 • Ryton CC - Cricket - Year 6
<u>Engagement of all pupils in regular physical activity</u> £471 (Yoga Mats) £2341 (Various equipment)	<u>Curriculum, timetabling and resources:</u> • Reviewed curriculum and timetable to ensure all children receive 2 hours of PE each week. • Reviewed curriculum to ensure that there was a consistent progression in skills. Each year, core sports are revisited and built on. • Cluster events and GSSP tournaments aligned with the school curriculum to prepare pupils to compete in them. • Maintained, reviewed, audited and purchased resources for PE cupboard to ensure lessons were well resourced and easily accessed. A significant purchase was the replacement of yoga mats. • Maintained, reviewed, audited and purchased PE kit to ensure that children accessed PE lessons and attended events with appropriate and well-presented clothing. • Maintained, reviewed, audited and purchased yard equipment to promote and encourage active breaks. • Yard equipment programme and procedure monitored and reviewed. Yard staff application essential for success. Yard equipment continues to benefit children actively, physically and holistically with a range of resources. • Fixed basketball nets for KS1 and KS2 yard that were purchased in 204-25 continue to be used actively during break as well as breakfast and afterschool club.

Actual impact/sustainability and supporting evidence

	Breakfast and after-school club continue to utilise PE cupboard equipment and yard shed equipment to provide engaging activities and promotes physical activities.
<u>The profile of PE and sport is raised across the school as a tool for whole school improvement</u> £247 (House Medals) £508 (Tiny Tasters)	<u>Promoting PE - internal and external:</u> - Promoted PE events and success in the weekly bulletin and on the school website news page. - Continually updated the PE boards (Events, PE at Emmaville, Blazing the Trail, Yoga, PE vocabulary and Progression). - Celebrated sporting success in assemblies and across school. - Winning House Team awarded with medals - Men's World Cup Enrichment Week - Whole school cross-curricular lessons, Newcastle University OutReach workshops (Y2 - 6), Tiny Tasters (Y4&5), whole school world cup song dance workshops (Emily Rochester). - Four children were nominated for the GSSP Sports Awards - Two children were selected by the GSSP and attended the GSSA ceremony. - A group of Year 6 children attended the GSSP Sports Awards to celebrate their winning the Blazing the Trail 'Friendship' project - Our Sporting Video Diary - Actively encouraged parents to support internal and external events through parent letters. - Local clubs promoted in weekly news bulletin. <u>Sports Leaders:</u> - Eight children (a boy and girl from each house) from Year 6 have been house captain during the year. - Children from Year 5 have been sports leaders for the Key Stage 1 Sports Day. - Children from Year 4 and Year 5 have been sports leaders for the EYFS Sports Day. - Children from Years 5 and 6 have been playground buddies, supporting younger children with their needs and encouraging active breaks. <u>Awards and Marks:</u> - Blazing the Trail - Achieved the Gold Award (2025-26)

Actual impact/sustainability and supporting evidence

	School Games Mark - Achieved Platinum Award for 2024- 25 after completing the additional application process for this. The Platinum award is a two-year award is automatically achieved for 2025-26.
<u>Broader experience of sports and activities offered to all pupils</u> £1666 (ASC Outside Providers)	<u>Clubs and Opportunities:</u> - The majority of clubs were open to all, with a small number being selective, and some being targeted. - The clubs that were open to all were inclusive with a 50:50 ratio of boys and girls, if the interest was there. - The clubs that were targeted focused on pupil premium, social and emotional needs and SEND. - To support inclusion, additional adult support was provided when needed for identified children. <u>Outside Provisions:</u> - All Star Sports Ltd - Rugby - Y3 lunchtime club - Y4 PE lessons - Y4 ASC - All Star Sports Ltd - Basketball - Y5 PE lessons - Y5 ASC - All Star Sports Ltd - Basketball - Y1 lessons - Y1 ASC - JJ Sports - Football - Year 6 PE lessons - Y5 Girls Lunchtime Club - Y6 Girls Lunchtime Club - Y6 mixed ASC - Tennis - Y2 PE lessons - Y2 ASC - Bikeability Training - Year 5 children received Stage 1 and 2 training - Pedestrian Training - Year 3 children received training - Swimming - Year 5 had weekly sessions throughout the whole year - Durham CC and Ryton CC - Cricket - Y2 and Y3 Engagement Day <u>In-school Provisions:</u> - Teachers and teaching assistants have provided a wide range of PE linked after-school clubs across the year. - Year 4 and 6 Athletics Trials: These were carried out by class teachers to identify children for the GSSP Gateshead Athletics Festival

Actual impact/sustainability and supporting evidence

	- Year 3, 4, 5 and 6 Cross-Country Trials: These were carried out by class teachers and then Mr Elliott to identify children for the GSSP Gateshead Primary Cross-Country <u>Inclusion and Diversity:</u> - SEND Pentathlon Opportunities - Blazing the Trail - Cross-curricular projects promoting Olympic values
<u>Increased participation in competitive sports</u> £5233 (Busses to external competitive events) £595 (Cluster Events) £150 (B&D FA Membership)	<u>Curriculum, events, clubs and coaching alignment:</u> - In line with 'Positive Experiences of Competition' best practice, events have been chosen which align with our curriculum so that the children are prepared for them. In addition, some events that did not align exactly with the curriculum have been attended to provide a broad range of sporting and social opportunities. - For many events, additional during-school or after-school training/coaching (Emmaville staff or external coaches) were provided, in line with 'Positive Experiences of Competition' best practice. <u>Events</u> - All children took part in at least one inter-school competitive event - All children took part in at least one intra-school competitive event - For some events, whole classes attend. For others it was only selected children. Depending on the events, different criteria are used for selection. For some events the aim is to be as competitive as possible and therefore the criteria is the most capable children. For some events, the aim is more holistic with social and emotional development being the focus and as such children are identified with these needs. Some events are specifically focused on SEND children such as the Panathlon events that the children have attended this year. Some events are promoting opportunities for girls, such as the girls only tournaments. - Cluster events - Every year group has attended at least one cluster event held by at Thorp Academy.

Actual impact/sustainability and supporting evidence

£850 (GSSP Sports Day)	• GSSP events - Selected students from Key Stage 2 have attended and competed against other schools in GSSP events including girls' football, tag rugby, cross-country, sports hall athletics, swimming, hockey, orienteering, cricket, QuadKids, athletics • GSSP events - Some whole class and some selected students from Key Stage 1 and EYFS have attended competitive and non-competitive events with other schools including indoor athletics, multi-sports and OAA • GSSP SEND Panathlon events - Different groups of children with SEND needs attended events involving ten pin bowling and a multi-sport festival. • Blaydon and District events- The Year 5/6 mixed team have competed in tournaments throughout the year. • All children have had the opportunity to participate in intra-school competitive events through lessons and Sports Day. • School Sports Days were held for the whole school across two days. Key Stage 1 and 2 was organised and ran by the GSSP whilst the EYFS events were carried out by the EYFS team. For Key Stage 1 and 2, a 'Battle of the Houses' theme was used and house points were be awarded and collected to decide the winning house. These points are then added to the whole year house points totals. • Blazing the Trail - Children from each year group have participated in one Blazing the Trail project with links to PE and the Olympic values through cross-curricular activities. • Cricket Engagement Day (Years 2 and 3) <u>Sporting Achievements:</u> • GSSP Athletics Festival (Summer 2026) - Delayed events means results have not been included • GSSP Cross Country (Autumn 2025) - Year 3/4 A Team 1st Position, Year 5/6 A Team 2nd Position and Year 5/6 Boys Individual 3rd Position • GSSP Y5 Gateshead Girls United Football (5 aside) - Winners • GSSP Y6 Basketball - Winners and through to Gateshead finals • GSSP Y6 Swimming Gala - Girls Front Crawl 25m Silver • Blaydon and District Football Association - Y5/6 Mixed 7-aside - Blaydon Plate Winners
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Actual impact/sustainability and supporting evidence

	Four children were nominated for the GSSP Sports Awards. Two children were selected by the GSSP for individual awards and attended the GSSA ceremony to celebrate their achievement and receive their award.
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:	
	2024/25	2025/2026
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	87%	98%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%	95%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	87%	95%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No	No