

# 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 confirm 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

**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?
Structured games and a variety of resources are now available during playtimes and lunchtimes, enhancing pupils' physical activity opportunities.	Teachers have observed that pupils return from playtimes more focused and ready to engage in learning.	CPD around how to use the Molki watches	The PE Lead requires further guidance from Molki on how to effectively set up challenges for the pupils.
An increased number of after-school clubs are now offered, providing pupils with more options to engage in sports and active interests beyond the school day.	Increased participation in after-school clubs has contributed to the development of pupils' fundamental movement skills.	Consider implementing further adaptive strategies to support children with higher SEND needs, such as preparing accessible circuits in advance and providing visual aids (e.g., Widgit symbols) to enhance understanding and independence.	During observations, teachers used adaptive strategies and adult support to engage learners. These inclusive approaches could be developed further, particularly for more junior teachers.
All pupils have increased participation in daily exercise and demonstrate improving levels of fitness.	95% of children said that they thoroughly enjoy participating in daily mile. Pupils have continued regular engagement in physical activity		
Teachers report growing confidence in delivering high-quality PE lessons and leading Nature Explorers sessions.	Staff feedback reflects growing confidence in delivering both PE and Nature Explorers sessions.		
Targeted interventions are in place to support children who require additional help with physical development and gross motor skills.	Targeted pupils have shown noticeable improvements in self-esteem and social interaction, as they gained confidence and		

## Review of last year 2024/25

	successfully developed new skill.		
--	-----------------------------------	--	--

## 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><b>Ensure all children participate in daily activity to improve concentration throughout the school day</b></p> <p><b>Encourage children who are less active and who have low self-esteem to participate in sport</b></p>	<ul style="list-style-type: none"> <li>• PE lead to continue to embed the Daily Mile to raise the profile within the school and allocate time to participate in this. Ensure this is up and running by the end of Autumn 1.</li> <li>• PE Lead to reintroduce Boccia Club at lunch time. Keep a record of children participating for monitoring impact and train to key assistant teachers to run the club for the rest of the week.</li> <li>• Teachers to provide PE lead with list of new children who they would like to see join in with Boccia club.</li> <li>• AT's to ensure playtime activities remain high quality and a variety of games are available for children Resources to be purchased to assist AT's with lunch time games.</li> <li>• PE lead to liaise with ATs to discuss equipment needs and place order</li> <li>• High quality and wide ranging resources to be purchased to provide children with a range of experiences and opportunity to enhance physical and gross motor skills.</li> <li>• Playtime pals to assist AT's running these outside games (e.g. getting out and putting away activities). Expectations to be gone through with these children by the class teacher.</li> <li>• PE lead to devise a timetable of lunch time games with ATs. Ats to source activities needed.</li> <li>• PE lead to gain list from teachers of children who would benefit from extra PE interventions (gross motor, team work etc</li> <li>• Teachers to continue to ensure the LO and success criteria for their PE lesson is</li> </ul>

## Intended actions for 2024/25

**Raising the profile of PE for all children with a focus on mindfulness and improving mental health and wellbeing.**

**Improved quality of children's physical education in KS1 to ensure they are confident and competent.**

written on PE board in hall and shared with children.

- Teachers to ensure trainers and PE attire is worn when teaching any PE lesson.
  - Sports person/athlete come into school to inspire the children to do their best in sports
  - Paralympian's and sportspeople from protected characteristics to be invited to school to do an assembly to encourage participation in sport no matter what your ability/background.
  - During Time to Shine assembly, outside sports achievements (WFIS has talent) to be shared and celebrated – link to daily mile.
  - Daily mile achievements to be shared in the newsletter so that it is of a high profile and parents are aware it is happening.
  - PE lead to organise a sponsored 2k/5k walk around the school field to enhance fitness and improve mental health
  - PE lead to arrange a sponsored skip (National Skipping Day on Friday 28th March)
  - PE lead and PSHE lead to organise Wellbeing workshop (World Mental health day)
  - Teachers to evidence once a half term in topic books to show the new curriculum coverage. This should be a photo with a context sticker about what they have been learning that half term. PE lead to email teachers at the start of Autumn 1 to remind them of this.
  - PE lead to ensure the PE display board is kept up to date with pictures and achievements
  - Continue to offer a wide range of after school sports clubs
- 
- Continue with PE scheme subscription (GetSet4PE) continue to support staff in how to use the scheme and best practice in teaching lessons.
  - PE lead to attend CPD courses. PE lead will then feedback any important training points to class teachers.
  - Teachers to attend CPD course on Neurodiversity in PE
  - PE lead to email teachers a staff voice form to identify gaps for CPD support at the start of Autumn 1.
  - PE lead to liaise with expert sports coaches to provide CPD opportunities.

## Intended actions for 2024/25

- Nature Explorer sessions to continue to run across EYFS and KS1
- Teachers to attend CPD course on Forest School training to gain a range of ideas to implement into Nature Explorers
- Purchase resources needed to support the Nature Explorers provision.
- Office team/PE lead to keep records of children's attendance to clubs. Pupil Premium supported to access after school clubs through free places. Children with SEND to be targeted to increase the number attending.
- Purchase a range of resources to support clubs provision relating to PE opportunities.
- Ensure a variety of workshops – including mental wellbeing workshops - occur throughout the year to further enhance the curriculum.
- Scootability training to take place during the Summer term
- Bike ability to take place during the Summer term (Surrey County Council Learn to ride for all ages and complete beginners one to one) with targeted children.
- PE lead to liaise with Epsom tennis club to provide a workshop for children to enhance forest school provision

- Active school subscription
- PE lead to attend half termly PE lead meetings to identify suitable competitions for KS1 children to participate in.
- The PE lead will contact local primary schools to arrange sporting competitions throughout the year
- School to attend Epsom and Ewell dance festival
- PE lead to establish a girls football team and make links with local secondary schools
- PE lead to liaise with local primary schools who would be interested in taking part in inter school girls competitions.

**Continue to develop our range of clubs and opportunities across the school.**

**A wider range of children participate in competitions.**

## Intended actions for 2024/25

--	--

## 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>• Physical activity levels among pupils and staff will increase, along with the development of fundamental movement skills (e.g. coordination).</li> <li>• Children will talk more positively about lunchtime and playtime as a result of participating in organised games.</li> <li>• Pupils will show high levels of engagement in workshops, leading to the development of new skills and improved gross motor abilities.</li> <li>• All staff will demonstrate increased confidence, subject knowledge, and skills in teaching PE and sport.</li> <li>• A broader range of sports and physical activities will be offered to all pupils, enhancing their overall experience.</li> <li>• The profile of Physical Education will be raised across the school, ensuring all children receive their entitlement to at least two hours of high-quality PE each week.</li> </ul>	<p>The PE lead has observed lessons across different year groups. Children have been highly engaged in every session.</p> <p>Learning Objectives (LO) and Success Criteria (SC) are consistently shared with children in each lesson.</p> <p>The next step is to ensure adaptive teaching strategies are further developed to support SEND children effectively.</p> <p>Children will be encouraged to use a variety of playground equipment, and a playtime rota will be created to promote a wider range of games throughout the week.</p> <p>Pupils will take part in a range of sporting workshops and be encouraged to apply the skills they've learned during lunchtimes and in after-school clubs.</p> <p>After-school clubs such as multi-skills, netball, rounders, and football have been very popular, with children building on a range of fundamental movement and game-based skills.</p> <p>Teachers have been providing regular feedback to the PE lead and are consistently giving feedback to children during lessons to support progress.</p>

## Expected impact and sustainability will be achieved

Children are beginning to use key subject-specific vocabulary during PE lessons, demonstrating growing confidence and understanding.

## Digital Mandatory Reporting Expenditure

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Increased participation in the Daily Mile, promoting regular physical activity and improved fitness among pupils.</p> <p>With structured games during playtimes and lunchtimes, teachers have reported that children return to class more focused and ready to learn.</p> <p>Children have shown high levels of engagement in after-school clubs, helping to further develop their physical skills and teamwork.</p> <p>A variety of PE workshops were delivered throughout the year (e.g. skipping and tennis), inspiring pupils to try new activities, challenge themselves, and develop confidence.</p> <p>Increased pupil involvement in competitive sports has supported the development of resilience, teamwork, and sportsmanship.</p>	<p>95% of children surveyed in EYFS to Year 2 said they thoroughly enjoy participating in the Daily Mile.</p> <p>Following a successful skipping workshop, children have continued to engage enthusiastically with skipping ropes during playtimes.</p> <p>Pupils have also shown great enjoyment when engaging with Boccia, increasing participation and inclusion.</p> <p>Parents have shared that their children have maintained interest in these sports outside of school, indicating lasting impact.</p> <p>Children frequently refer to the various workshops they've taken part in throughout the year, demonstrating sustained engagement and interest.</p> <p>Pupils thoroughly enjoyed representing the school in District Sports, competing against other local schools. This experience helped to further develop key life skills such as teamwork and resilience.</p>

# Digital Mandatory Reporting Expenditure

## Reporting PE and sport premium grant expenditure - opportunities, impacts and sustainability details

Submission Id : **\_y00zuewtr** 2025-07-23, 09:30 PM  
 Submission Status : **SUBMITTED**

UKPRN : **10057097**

### 3. Opportunities in sport

Has your school targeted any spending on providing or improving opportunities in PE, sport and physical activities for pupils with SEND or long-term medical conditions?	<b>Yes</b>
SEND list	<b>Training or CPD to support inclusive PE sport and physical activity provision, Supporting participation in extra-curricular opportunities or competitions</b>
Has your school targeted any spending on increasing or improving girls' access to PE lessons or access to extra-curricular sport and physical activities?	<b>Yes</b>
How has this been done?	<b>Supporting participation in extra-curricular opportunities or competitions, Specialist focused activities for girls</b>
Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils?	<b>Yes</b>
Confirm how for disadvantaged pupils from the options listed below:	<b>Before school sport and physical activity groups - free of charge for all pupils, After-school sport and physical activity clubs - free of charge for all pupils, Subsidised sport and physical activity clubs for disadvantaged pupils</b>

### 4. Perceived impacts and improvements

What impact has this funding had within your school on increasing all staffs confidence, knowledge and skills in teaching PE and sport?	<b>Positive impact</b>
What impact has this funding had within your school on increasing engagement of	<b>Positive impact</b>

all pupils in regular physical activity and sport?	
What impact has this funding had within your school on raising the profile of PE and sport across the school to support whole school improvement?	<b>Positive impact</b>
What impact has this funding had within your school on offering a broader and more equal experience of a range of sports and physical activities to all pupils?	<b>Positive impact</b>
What impact has this funding had within your school on increasing participation in competitive sport?	<b>Positive impact</b>
Has your school's PE and sport premium spending achieved any of the following?	<b>An increase in pupils' physical activity levels, An increase in the number of pupils participating in school sport , An increase in the number of pupils participating in extra-curricular activities , An increase in staff completing training and CPD, An increase in number of staff participating in extra-curricular activities and school sports competitions</b>
What impact has your school's spending of this funding had on PE attainment?	<b>Positive impact</b>
What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?	<b>Positive impact</b>
What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?	<b>Positive impact</b>
What impact has your school's spending of this funding had on increasing pupil participation in extra-curricular activities?	<b>Positive impact</b>
<b>5. Sustainability</b>	
What impact has your school's spending of this funding had on ensuring that the improvements made are sustainable?	<b>Positive impact</b>

### 6. Swimming and water safety

Does your school have year 6 pupils?	<b>No</b>
--------------------------------------	-----------

## Reporting PE and sport premium grant expenditure - your funding allocation

Submission Id : **R98DIK4gxU**  
Submission Status : **SUBMITTED**

2025-07-18, 09:57 AM

UKPRN 10057097

### 1. Funding grant

Is the total amount for PE and sport premium grant for academic year 2024 to 2025 correct? **Yes**

Did your school have any unspent grant funding from the allocation for academic year 2024 to 2025? **No**

Did your school carry forward any grant funding from previous years for use in academic year 2024 to 2025? **No**

Declaration 1 **I have the authority to submit this return on behalf of my school**

Declaration 2 **the data is true and accurate to the best of my knowledge**

## Reporting PE and sport premium grant expenditure - your school's specifics

Submission Id : **xe\_XYKLqM7**  
Submission Status : **SUBMITTED**

2025-07-23, 09:31 PM

UKPRN 10057097

---

### 9. School specifics

Enter the total amount of grant funding your school received for academic year 2024 to 2025 **17200**

---

Full school name **Wallace Fields Infant School**

---

Declaration 1 **I have the authority to submit this return on behalf of my school**

---

Declaration 2 **the data is true and accurate to the best of my knowledge**

---

## Reporting PE and sport premium grant expenditure - categories of grant spending

Submission Id : h-kpTsKcvk  
Submission Status : **SUBMITTED**

2025-07-23, 10:40 PM

UKPRN 10057097

### 2. Categories of grant spending

Has your school spent any of its PE and sport premium grant on CPD? **Yes**

How much has your school spent on CPD external training courses? **2550**

How much has your school spent on CPD upskilling staff to deliver swimming lessons? **0**

How much has your school spent on CPD internal learning and development? **5077.32**

How much has your school spent on CPD inter-school development sessions? **1250**

How much has your school spent on CPD online training / resource development? **0**

How much has your school spent on CPD external coaches supporting confidence and competence? **0**

External training courses **2550**

Upskilling staff to deliver swimming lessons **0**

Internal learning and development **5077.32**

Inter-school development sessions **1250**

Online training / resource development **0**

External coaches supporting confidence and competence **0**

# Digital Mandatory Reporting Expenditure

Total school spending on CPD	<b>8877.32</b>
Has your school spent any of its PE and sport premium grant on internal activities?	<b>Yes</b>
How much has your school spent on internal school based extra-curricular opportunities?	<b>1552.2</b>
How much has your school spent on internal sports competitions?	<b>1250</b>
How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils?	<b>0</b>
How much has your school spent on internal active travel?	<b>0</b>
How much has your school spent on internal equipment and resources?	<b>3900.48</b>
How much has your school spent on internal membership fees?	<b>900</b>
How much has your school spent on internal use of educational platforms and resources?	<b>600</b>
School based extra-curricular opportunities	<b>1552.2</b>
Internal sports competitions	<b>1250</b>
Top-up swimming lessons or broadening aquatic opportunities for pupils	<b>0</b>
Active travel	<b>0</b>
Equipment and resources	<b>3900.48</b>
Membership fees	<b>900</b>
Use of educational platforms and resources	<b>600</b>
Total school spending on internal activities	<b>8202.68</b>
Has your school spent any of its PE and sport premium grant on external activities?	<b>Yes</b>

## Digital Mandatory Reporting Expenditure

How much has your school spent on external activities organised by School Games organiser network?	120
How much has your school spent on external - other inter-school sports competitions?	0
How much has your school spent on external coaching staff?	0
Activities organised by School Games organiser network	120
Other inter-school sports competitions	0
External Coaching staff	0
Total school spending on external activities	120
Total CPD category spend	8877.32
Total internal category spend	8202.68
Total external category spend	120
Total spent of PE and sports premium	17200
Declaration 1	I have the authority to submit this return on behalf of my school
Declaration 2	The data is true and accurate to the best of my knowledge

# Digital Mandatory Reporting Expenditure