

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.

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?
<p>An increase in after-school clubs and growing staff confidence in the delivery of these activities.</p> <p>Better organisation of current equipment alongside the identification and utility of new equipment.</p> <p>Increased opportunities to take part in sports competitions and festivals such as football, netball, tag rugby, dancing, badminton, and sports ambassador training.</p> <p>The introduction of a house point system and house captains.</p>	<p>Growing staff confidence has led to a number of additional after-school clubs being offered to children.</p> <p>Easier and clearer access to the correct equipment and resources has encouraged staff to engage the children in a number of additional sports. The organisation of the curriculum, in concert with equipment, has also meant that teachers have greater confidence teaching PE and the delivery of after-school clubs.</p> <p>All Year 6 children have had at least one opportunity to represent the school at a sporting event this academic year. Events have also meant that KS1 and KS2 have gone out of school to take part in activities.</p> <p>The children have developed their leadership skills alongside a greater sense of team identity, team contribution and belonging.</p>	<p>Clubs tend to focus on KS2 rather than KS1.</p> <p>Some missed opportunities due to cost of transport and staff availability.</p> <p>Difficulty recording whole school points on Dojo.</p>	<p>Parent feedback and pupil voice.</p> <p>Were unable to attend two events.</p> <p>Unable to calculate updated points at present.</p>

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 improve the quality and consistency of PE teaching across the school through the adoption of a new whole-school PE scheme, alongside targeted CPD and increased competitive and extracurricular opportunities.</p> <p>This includes:</p> <ul style="list-style-type: none"> Increasing teacher confidence and competence in delivering a broader, high-quality PE curriculum. Making full use of PE equipment (e.g. climbing frames, gym apparatus). Enhancing opportunities for participation and performance in sports, both in-school and through external competitions. Improving swimming provision, particularly ensuring that non-swimmers in Y3 and Y6 receive extra support. 	<ul style="list-style-type: none"> All teachers are now following a new, structured PE scheme. Regular teacher CPD has supported planning and delivery. The scheme has built-in progression and differentiation, helping staff tailor lessons confidently. Three staff now have business insurance for transporting pupils to events, increasing accessibility and reducing transport costs. PE lead has monitored implementation through lesson observations, drop-ins, and planning reviews. Introduced additional intra-school competitions and increased participation in external events. Extra-curricular offer expanded: more staff now lead clubs and attend trips. Year 3 swimming now in place, with term 6 mop-up sessions for Y3 and Y6 pupils not yet at the expected level.

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?
<ul style="list-style-type: none"> • Staff confidence continues to grow, increasing curriculum consistency and reducing planning burden. • Sustainable improvements as the scheme embeds into regular teaching and is used across year groups. • Children are more engaged, with broader skill development and increased opportunities for competition. • Long-term participation expected to rise due to improved early experiences of sport and physical activity. • Use of school staff for transport ensures ongoing access to events without relying heavily on budget. • More staff involved in PE = reduced dependency on a single PE lead. 	<ul style="list-style-type: none"> • Teacher feedback and planning scrutiny. • Pupil voice on enjoyment, confidence, and variety in PE lessons. • Registers of club attendance and competition participation. • Lesson observations focusing on delivery confidence and use of the scheme. • Records of progress in PE skills across year groups. • Swimming assessment data showing progress from mop-up sessions. • Parent and governor feedback surveys or comments on the PE offer.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> Teachers report that the scheme is easy to use, and they feel more confident. Clear progression in pupil skills and greater participation in PE lessons and clubs. Increased staff involvement in extracurricular sports and offsite events. The school has attended more competitions this year than ever before – including winning rugby and reaching the county finals in cricket. Children show higher motivation and enthusiasm, including those previously disengaged. Positive feedback from parents and governors about sport and PE improvements. The use of staff vehicles has ensured sustainable access to off-site competitions. 	<ul style="list-style-type: none"> Staff feedback. Pupil voice surveys. Photos and newsletters showcasing PE events and competitions. Participation data in clubs and competitive events. Lesson observation notes. Swimming data. Parent and governor correspondence praising PE opportunities.