

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>All children had access to a PE curriculum delivered by sporting professionals.</p> <p>All children across school had access to extra-curricular sporting activities in the form of after school clubs.</p> <p>All children had opportunities to partake in daily physical activity at at least two occasions throughout every school day.</p> <p>Children across KS1 and KS2 had opportunities to take part in competitive sporting activities outside that of the curriculum.</p> <p>Children in Year 5 had the opportunity to go swimming and achieve the minimum expectations of the primary swimming curriculum</p> <p>Children across school had access to a wide range of high-quality PE equipment which exposed them to a broad range of sports and physical activity</p> <p>Children in Year 6 had the opportunity to participate in adventurous physical activity whilst at their residential visit.</p>	<p>An external company, Elite was used to provide specialist sports coaches for all year groups</p> <p>Teacher led clubs and clubs provided by Elite ran throughout the academic year</p> <p>The school daily timetable consists of one playtime and one lunchbreak. A range of equipment is available to all children to allow them to be physically active. Sports coaches are also used as supervision at lunchtimes to encourage physically active play.</p> <p>The school bought in to a local pyramid cluster package of sporting events for children in KS1 and 2</p> <p>Swimming lessons happened weekly for the duration of the academic year</p> <p>School invested in new sporting equipment to enhance our physical education offer</p>	<p>Due to staffing and time restrictions, there was not opportunities for all classes to attend sporting clubs every week of the academic year. These were 'blocked' into half termly slots</p> <p>Not all children are happy to be physically active during their lunch and break times</p> <p>Whilst there were opportunities for competitive sporting competitions, not all children in school attended a competitive sporting fixture</p> <p>There are still a proportion of children in KS2 who have not met the end of key stage requirement for swimming proficiency</p> <p>There is a high turnover of PE equipment which needs to be replaced often throughout the school year</p>	<p>SLT observations of provision</p> <p>Feedback from PE lead and teachers within school</p> <p>Feedback from Lunchtime supervisors</p> <p>Pupil voice and attitudes</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 increase participation for disadvantaged groups in competitive sports</p> <p>To ensure all children have access to a range of activities at playtimes and lunchtimes which allows them to be physically active</p> <p>To promote participation in competitive sporting events</p> <p>To improve the % of children reaching the expected standard for swimming at the end of KS2</p> <p>To develop staff expertise and confidence in delivering PE provision, particularly those new to school or early in their career</p>	<p>Continue to employ specialist coaches to ensure that children are encouraged to be physically active and to continue staff development.</p> <p>To invest in high quality resources that promote a love of activity and being physically healthy</p> <p>To purchase the SLA which allows our children to participate in competitive sporting fixtures amongst local schools</p> <p>To subsidise transport to external sporting fixtures</p> <p>To ensure children who are in danger of not achieving the national standard in swimming have access to additional lessons to help them catch up.</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>To have a high quality resource base which all staff can use to teach PE effectively</p> <p>To upskill teachers so that all PE sessions are high quality</p> <p>To ensure that staff confidence in teaching PE across all areas of the curriculum is high</p> <p>To ensure that the PE leader has a strategic overview of the strengths and areas for development across the subject</p>	<p>Observations from PE drop ins and lesson observations</p> <p>Pupil voice which indicates that children are enjoying the range of activities on offer</p> <p>A high take up of after school clubs offered</p> <p>% Increase in the number of children able to achieve the end of key stage 2 swimming standard</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?