



PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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- 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?
<ul style="list-style-type: none"> • Permanent gym equipment • Range of afterschool clubs across the school 	<p>Children are engaged and using the equipment in their play consistently. They develop new ways to use the equipment at playtimes.</p> <p>Parent feedback has been positive and encouraging. Children have shared different clubs that they would like to take part in at school.</p>	<ul style="list-style-type: none"> • An engagement in competitions outside of local schools 	<p>We were restricted to take part due to parent engagement and permission which prevented children taking part when the competitions were outside of school hours. The children were also restricted due to staffing issues during school time competitions.</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
<ul style="list-style-type: none"> • Improved staff teaching with support from a consistent coach • Playtime and lunchtime resources • Play leaders • Swimming competitions • Engagement in Next Level Competitions 	<p>Working partnership with Next Level Sports to have a coach every Thursday in school and after school. This allows the children to become familiar with a member of staff and teachers can utilise the coach for support in their lessons.</p> <p>To invest in the activities and begin to train play leaders in school to facilitate the activities at break and lunch time. Resources to be purchased out of PE Premium to enhance play out of lesson time.</p> <p>Children to take part in a swim gala which involves Years 3, 4, 5 and 6 at the local swimming club.</p> <p>Planning the dates for the clubs ahead of time and ensuring the ones in school hours can be carried out and covered. Also being selective of out of school hour competitions.</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>We aim to create a school environment where physical education is inclusive, engaging, and sustainably improves the health, well-being, and skills of both staff and students.</p> <p>The introduction of diverse sports, competitive events, and skills-based sessions will lead to higher levels of motivation and physical activity among students.</p>	<p>Children are developing not only their physical skills but can also teamwork, resilience, and leadership qualities, which they can apply across other areas of learning.</p> <p>Children are already applying their love for PE outside of school by taking part in competitions and sports which are not on offer at school. For example, jujitsu and ice skating and sharing their achievements in the classroom.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>By providing consistent CPD opportunities, such as working with a skilled PE coach, staff confidence in delivering high-quality PE lessons has significantly improved.</p> <p>Teachers feel better equipped to plan, teach, and assess lessons that meet the needs of all pupils, leading to more dynamic and varied PE sessions.</p> <p>The consistent use of well-planned PE schemes and CPD has established a sustainable model for high-quality PE delivery.</p> <p>A culture of physical activity has been embedded within the school, ensuring children value the importance of physical health.</p>	<p>Lesson planning is more thorough and consistent across school.</p> <p>Teachers are creating more opportunities which allow them to develop their lessons and confidence by using additional resources.</p> <p>Feedback from children has been positive in the way they talk about sports and lunchtimes. Any issues the children may have are considered and discussed appropriately with the Head and play leaders.</p> <p>A positive culture has been evidenced through in-class discussions and assemblies about sports and how they improve and support physical and mental health.</p>