

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>The introduction school based extra-curricular opportunities to create a better understanding of sports not on the LTP for our school.</p> <p>Using external coaches for CPD to support confidence and competence of teaching staff.</p> <p>The promotion of internal learning and development of</p>	<p>The children have participated in workshops with trained coaches in sporting activities not covered by the LTP. They have enjoyed a session of Quidditch and Archery.</p> <p>Staff have been confident enough to run sessions and support within the session with coaches. The children have also improved their retention in relation to the session.</p> <p>Children who are highlighted as venerable have been</p>	<p>Reception and Nursery wasn't able to access these experiences.</p>	<p>The timetable of the day wouldn't allow for all year groups to access the session due to time restraints.</p>

Review of last year 2023/25

children who struggle with SEMH needs.

given the chance to work with a professional and develop their ability to cope in hard/triggering situations.

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To ensure that all children are participating in high quality PE by continuing to focus on staff development and confidence to deliver high quality sessions across a range of sports. (key indicator – Increased confidence, knowledge and skills of all teaching staff in PE and sport)</p> <p>To ensure all pupils are active for the national ideal of 60 minutes a day, including being active during breaktime and lunch time using lunchtime leaders and equipment. (key indicator – Engagement of all pupils in regular timetabled activity.)</p>	<ul style="list-style-type: none"> • Quality of teaching and learning will be developed through staff training sessions. • Curriculum knowledge will be supported through out PE scheme. • Forest school CPD given to staff to increase staff knowledge and confidence. • Two extra-curricular workshops to be available twice a year. • Play leaders supporting children in physical activities and development during break and lunchtime. • EYFS to take part in fine-motor activities daily to support core strength.

Intended actions for 2024/27

To broaden the physical experiences for all children in school, within the school day and after school extra-curricular clubs.

- Half termly extra-curricular clubs for both KS1 and KS2 to access after school and during lunch time.

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 ensure all children are participating in high quality PE by continuing to focus on staff development, ensuring all teachers are confident in delivering high quality sessions across a range of areas.</p> <p>To ensure all children are active for an average of 60 minutes a day, including being active during break and lunch times.</p> <p>To broaden the physical experiences for all children in school, within the school day and after school extra-curricular clubs</p>	<p>PE lead to regularly monitor PE teaching and learning across school, through Pupil voice, staff audits, planned learning walks and book look.</p> <p>Play leaders and staff to monitor children's involvement in play opportunities across the day. Adapt and increase levels of participation based on interests.</p> <p>Children to access additional opportunities for being active and broadening their experiences across school. Monitor the number of children attending the clubs, including PP children for PD.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>To ensure all children are participating in high quality PE by continuing to focus on staff development, ensuring all teachers are confident in delivering high quality sessions across a range of areas.</p> <p>To ensure all children are active for an average of 60 minutes a day, including being active during break and lunch times.</p>	<p>Through monitoring PE sessions and the quality of teaching, children are engaged in a range of high-quality sessions. Planning has been clear and demonstrates clear learning intentions. From pupil voice, children enjoy the chance to be active coming from Disadvantaged background the opportunity outside school to be active is minimal. Participation levels have remained throughout the year. Staff audit and staff meetings have set clear expectations for PE and gave the opportunity for CPD.</p> <p>The children are timetabled their own PE sessions for the week accessing the equipment and space. They also have been engaged in active play during lunch and breaktimes. Play leaders from KS2 have been introducing Sports games with KS1, also improving participation on a voluntary basis.</p> <p>The choice of extra-curricular clubs across this academic year was extended using a questionnaire of interests. With</p>

Actual impact/sustainability and supporting evidence

To broaden the physical experiences for all children in school, within the school day and after school extra-curricular clubs

all children having access to at least one club during the year, participation levels of those being PP children was high.

Forest school club has at least 10 -15 children attending each half term.