

# 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.*

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend.

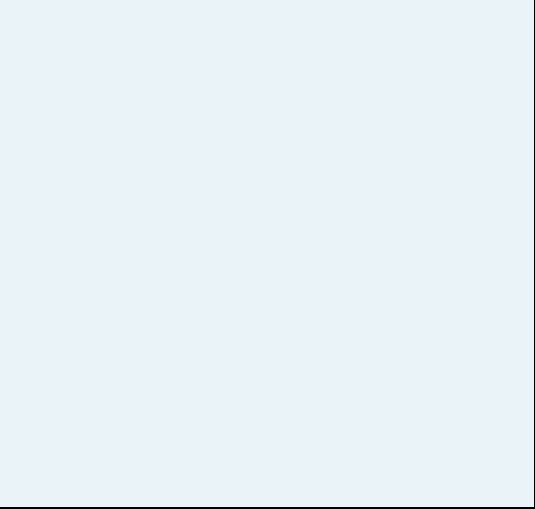
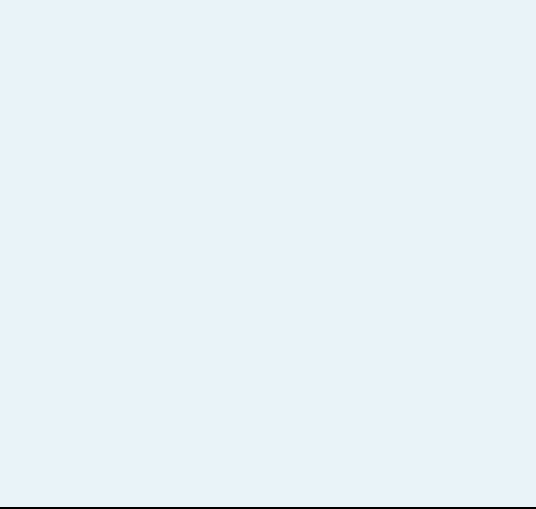
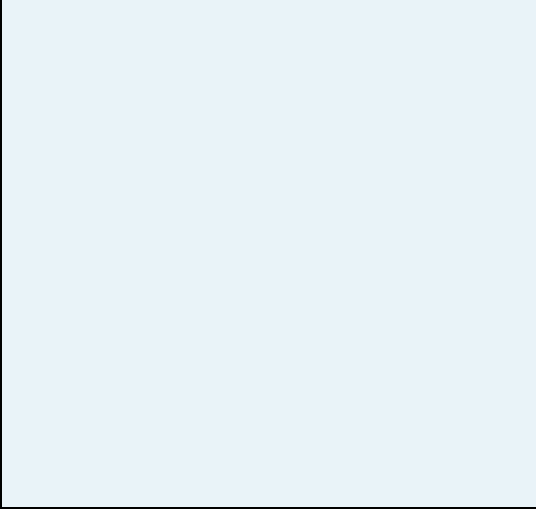
What went well?	How do you know?	What didn't go well?	How do you know?
All staff are using the new PE scheme and have stated they enjoy this planning and find it easy to use.	Staff voice	Although overall confidence has increased amongst staff, some staff have still reported that they don't feel confident to deliver high quality PE in all areas of the curriculum.	Staff voice
CPD has increased confidence in staff to adapt planning and has provided them with new	Staff voice		

ideas for warmups/how to develop particular skills.			
Awareness of physical literacy increased after staff meeting with an external provider.	Staff voice		
All children in Year 2-6 participated in 2 hours of PE a week.	Monitoring		
At the end of the year 93.6% of children (Y1-6) were meeting the national curriculum aims.	Assessment		
86% of Year 6 achieved national curriculum level for	Swimming assessment		



swimming and 100% of Year 6 are able to swim at least 5m.

High number of children were able to access extra PE for a range of needs such as develop gross motor skills, increase confidence, teamwork/communication.



What are your plans for 2024/25?

How are you going to action and achieve these plans?

Intent

Implementation

Increase the number of children who attend an after-school sports club.

Children who attend clubs will be monitored during the Autumn and Spring term. During the summer term, children who have not attended a club will be invited.

Increase the number of children who attend a sports event/fixture.

Children who attend will be monitored so that we can select children who may not have been selected before. Attending a wider variety of events/festivals should allow us to ensure children can participate in something they enjoy. Enter a LKS2 football league to increase opportunities for younger children to participate in competitive sport.

Ensure pupils are provided with opportunities to achieve being active for 60 minutes a day, 7 days a week.

Sports leaders in Year5/6 will lead activities during breakfast club and lunch to increase participation.

Increase staff's confidence for more areas of the curriculum. This will also include assessment to ensure there is consistency.

CPD will be timetabled to specific year groups based on areas which staff identified during the staff voice.

Attendance of sports events and festivals as well as an organised sports week where children will take part in a range



Provide children with opportunities to take part in wider range of activities.

of sports and activities separate to their PE lessons and the curriculum.

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p>To see a clear progression of vocabulary in 80% of PE lessons.</p> <p>Increase the percentage of children who are achieving EXS in KS1 and Year 3 in units such as ball skills/fundamentals and athletics.</p> <p>Staff confidence to increase in more areas of the PE curriculum including adapting planning and assessment.</p>	<p>Evidence will be collected from learning walks as well as children being able to use key vocabulary more accurately and confidently in lessons and during pupil voice.</p> <p>Assessment.</p> <p>Staff voice</p>



What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Across the school, children are correctly using key vocabulary in their PE lessons. Children can provide definitions of key words as well as using them when providing feedback during the lessons.</p> <p>CPD has increased the staff's confidence in a wider range of sports. They have expressed an increase in confidence of understanding sports as well as assessing and being able to adapt the lesson plans for children.</p>	<p>Conversations with the PE coach, assessment data, learning walks and pupil voice.</p> <p>Staff voice</p>