

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?
<ul style="list-style-type: none"> • Pupils are more active than in previous years, during lunch times. • Provide a range of clubs and activities for the children to engage in during lunch times. • Year 6 top up swimming. • Year 6 children attending residential 	<ul style="list-style-type: none"> • More activities are available to the children on the yard. Increase in participation in lunch time clubs. • Increase in participation in the clubs at lunch times. • All children who attended passed. • Every child who wanted to attend could attend. 	<ul style="list-style-type: none"> • Space restraints on the yard due to AstroTurf rising. 	<ul style="list-style-type: none"> • Work to be completed on Astro Turf to ensure it is safe for the children to play.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> 1. Continue to develop our outdoor games curriculum. 2. Continue to develop our offering of extra curriculum activities. 3. Use top up swimming, for year 6 pupils. 4. Entry into competitions for pupils. 5. Deepen CPD for staff using Realpe facilities. This will specifically be focused on Realdance and Realgym. 6. Replenish equipment as and when needed. 7. Taster sessions delivered to pupils. 8. All pupils attending residential will be given opportunity to do so. 	<ol style="list-style-type: none"> 1. Use pupil voice to distinguish pupil interests and create an outdoor curriculum around this using the RealPE as a template for development of skills. 2. Introduction of Children's university used to promote extra curriculum clubs. 3. Target those pupils who under achieved in swimming lessons. 4. Intra and inter competitions available to all pupils, where interests lie. 5. Use RealPE platform to explore CPD options for staff and lead. 6. Stock available and replenished as and when required. 7. Source local clubs delivering taster sessions, signposting pupils to more available clubs in the local area. 8. Discussion with school mentor to distinguish families who may need support.

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">• Children to gain a wider understanding of games and rules. They should be able to apply the skills taught in the PE indoor sessions into the outdoor games.• The impact of extra-curricular activities will be measured by the children attendance. This will also link to 'Children's University'.• Top up swimming will be funded using the sport premium, if required.• Real PE should be embedded and staff comfortable delivering high quality PE lessons.	<ul style="list-style-type: none">• Swimming registers• Pupil voice• Teacher voice• Children's subject leaders• Children's University registers

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none">• All classes in KS2 are timetabled to two hours of PE each week. This is built into class time tables and structured around swimming, the use of the hall and outdoor spaces.• Intake for extracurricular games increase. Staff provide these experiences for the children.• Children in year 3-6 continue to receive swimming lessons for one term each year. This a positive impact on top up swimming. Due to a high percentage of children achieving 25m in year 6, top up swimming was not required.• Children receive high quality PE sessions, delivered by staff.• Children are becoming more confident in competing outside of school.• Parental involvement has improved with attendance at sports day and selected competitions.	<ul style="list-style-type: none">• Swimming registers• Pupil voice• Teacher voice• Children's subject leaders• Children's University registers