PE Funding Evaluation Form







Images courtesy of Youth Sport Trust

Commissioned by

Department for Education

Created by

association for Physical Education

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.

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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?
The provision from WBA is brilliant for supporting our pupils to access a wide range of PE activities. The team support with our Sports Day and also allow opportunities of CPD for our staff	Feedback from staff, pupils and parents. Feedback from coaches Monitoring visits and observations	WBA: The WBA staff need to enhance their ability to use additional communication support. Our staff need to engage more with the learning and physically support our pupils There is a limitation with equipment.	Feedback from staff, pupils and parents. Feedback from coaches Monitoring visits and observations
The provision from Aston Villa has allowed pupils to develop their independent thinking skills and techniques to support with their mental health	Feedback from staff, pupils and parents. Feedback from coaches Monitoring visits and observations	AV: The impact this is having on a broader range of pupils is limited, for the cost Lunchtime clubs: this has been difficult due to capacity within school and limited space	Feedback from staff, pupils and parents. Feedback from coaches Monitoring visits and observations Staff feedback, general observations
Seven up work collaboratively with us and our school staff support where we can. Pupils are given creative ideas to encourage play	Feedback from staff, pupils and parents. General observations		
Swimming lessons are motivating to pupils and rewarding for staff and parents, as this is exposing pupils to new skills	Feedback from staff, pupils and parents. General observations	Behaviour can be hard to manage in the short sessions. Longer sessions would mean calmer environments and more opportunities for pupils to develop a routine	Staff feedback, general observations

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
• To continue membership with The West Bromwich Foundation **£9282** • To continue membership with The Aston Villa Foundation **£6102** • To provide a staggered lunchtime activity **£100** • To provide after school activities through and with the support of 'Seven up' £**6,543** • To provide swimming lessons for all pupils up to Year 6 **£1081**	There are a range of sports timetabled throughout the year from which a selection of children attends on a termly basis. WBA: Attend school Tuesdays, Wednesday mornings and Thursdays to lead a variety of activities to promote physical and mental health. AV: Attending school on a Monday to lead a variety of activities to promote physical and mental health for our KS2 pupils. A variety of lunch time activities available to wide select of our cohort Pupils access Physical Education between 2-5x a week, some of which is led with a curriculum area to drive it, others to enhance their sensory regulation Half termly swimming lessons for selected key stages throughout the year, to develop confidence and independence in the water, as well as life skills around attending an activity in the community

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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?
To improve staffs' confidence in the delivery of high quality PE lessons and to be to continue to teach those skills once the coaching has ceased.	Teachers' team teaching with the coaches and independently delivering lessons of a high quality. Evidence from coaches and lesson observations.
Increase children's participation in physical activities across the school day.	More children are physical active at lunch times. Evidence will be gained through monitoring, surveys and pupil voice.
Improvement in children's health and wellbeing through increase participation of physical activities during the children's lunch breaks. Improvement in children's behavior and engagement in learning.	Pupil voice and a decline in low level behaviours in school. Evidence will be gained through pupil and staff voice.
To develop a life-long love of a variety of sports and to ensure continued participation in these sports outside of school.	The number of children joining outside clubs increases. Evidence will be gained through school surveys and children bringing into school outside certificates, badges and/or trophies to show.

Actual impact/sustainability and supporting evidence

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