

PE Funding Evaluation Form

Commissioned by



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 the 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"> • More teams that have previously qualified for finals of local competitions. The number of pupils that have accessed competitive sport in KS2 is now 56% • SSOC have worked hard at targeting the children that are least active at lunchtime providing activities. They have created their own awards and certificates and have worked hard to provide leadership at events. • 70% of the school accesses a sport not readily available in school or as a club in the local area. • Break times and lunchtimes are far more active with an increased number of pupils involved in physical games and activities every break and lunchtime. • The girls football club has won several competitions and medals which has had an impact on self-esteem. 	<ul style="list-style-type: none"> • Qualification results • Comparison to previous years • Pupil voice and parent/carers conversations • CPD offer in place for 'less confident' subject areas • PE attainment continues to be high. Teachers can talk about specific children – who is achieving and why; why is not. 	<ul style="list-style-type: none"> • At times, it is often the same children who offer themselves to play in competitions – although more children are expressing confidence to do so, which is encouraging. • Some staff are still reluctant to play games with the children. • Intra-school sporting competition opportunities are not being accessed to their full potential, need to ensure more teams are playing against other schools in a range of sports. • At times, considerations to be made of after-school club evenings (e.g. not overlapping with choir in school or local clubs). 	<ul style="list-style-type: none"> • Participation and interest lists • Teacher survey • Club uptake and parent feedback • Teacher survey – considerations on 'games' teaching for next year?

Intended actions for 2024/5

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. Retrain lunchtime staff to ensure high quality PE and play provision for all children. 2. Continue to promote sport to girls and get them involved in as many inter and intra school competitions. 3. SPIN coaches to be continually used to support SSOC and assist in raising the profile of sports in school throughout the year. 4. Ensure PE, sports and the health benefits are regularly spoke about in school and are encouraged throughout the curriculum. Support teachers with this. 5. Monitor how it is being transferred into other subjects. 6. Look at long term plans across subjects. 7. Get parents more involved in PE at school – teach them the importance of being physically active. Parent/child sporting sessions. 8. Continue to offer sporting activities at lunchtime – targeting those boys who can find lunchtimes challenging. 	<ol style="list-style-type: none"> 1. Organise and deliver structured training sessions for lunchtime staff on inclusive play and PE activities, followed by regular observations and feedback to ensure high-quality provision. 2. Establish a girls' sports club, provide opportunities to try different activities, and actively recruit and support girls to participate in inter- and intra-school competitions. 3. Schedule termly sessions with SPIN coaches to mentor SSOC members and run targeted coaching sessions to enhance engagement. 4. Create PE/health-related lesson plans for non-PE subjects, provide CPD for staff on integrating physical activity, hold assemblies on benefits of active lifestyles. 5. Conduct termly learning walks, gather teacher and pupil feedback, and review lesson plans to ensure PE concepts are embedded across different subjects. 6. Work with subject leaders to audit current long-term plans, identify opportunities for physical activity links, and adjust planning to reinforce PE and health education. 7. Organise termly parent-child sporting events, run workshops on physical activity benefits, and use newsletters and social media to share PE successes and opportunities. 8. Identify boys who struggle at lunchtime, offer structured sports sessions such as football or multi-sports, and assign staff or sports leaders to encourage positive participation.

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?
<ol style="list-style-type: none"> 1. Continued high levels of engagement from children, which includes those who do not take part in competitive sport outside of school, and opportunities for competitive sport in areas not offered locally (by some children who cannot join external clubs either through financial means, transport or other matters). 2. Continued high uptake of physical activities at all times of the school day, including targeting some 'difficult to engage' children. 3. PE and Sport to be a key driver in school improvement, particularly in regard to mental health and wellbeing. 4. School Sports Organising Crew (SSOC) become a pivotal part of playtimes and lunchtime. Other children to seek out these children for opportunities for healthy 'unstructured' times of the day. 5. Further engagement with healthy lifestyles, children cycling to and from school, children discuss safe practices on local, busy roads. 6. Pupils' positive engagement in competition within school, including improved behaviour and response if not successful. Positive attitude to competition within school to extend beyond the school gates. 7. Teacher confidence in assessment to continue, particularly for those pupils who struggle with certain skills. Teachers are upskilled in adaptive teaching where pupils have specific needs and/or gaps in skills or knowledge. 	<ol style="list-style-type: none"> 1. Data, attendance, participation lists 2. Data, attendance, specific pupil case studies and pupil voice 3. Pupil voice, height/weight checks, school lunches selected. 4. Monitoring, observation, engagement levels to continue across the year. 5. Pupil participation, pupil voice 6. PE and playground observations are specifically linked to competition and sports skills. Pupil voice and teacher surveys. 7. Lesson observations, teacher engagement with CPD, assessments, teacher surveys.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
December 2024	December 2024
April 2025	April 2025
July 2025	July 2025