

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"> -Increased opportunities for pupils to take part in competitive situations (inter and intra games) -The opening of the sports hall has led to an increase in the extra curricular opportunities available to pupils. -Established links with external agencies and organistaions have enabled pupils to access community-based sessions easier. -The profile of PE across the school has risen to help drive up standards across the whole school. -Pupils progress in PE continues to be above 90% for making expected progress or exceeding (teacher set targets) -Pupils engagement levels are high and pupil voice information is positive in relation to pupils feeling the curriculum is relevant and 	<ul style="list-style-type: none"> The school was awarded the afPe kite mark with Distinction. We are a School Games Platinum school. Pupils progress in PE continues to be above 90% across the whole school (teacher set targets) Pupil voice activities and feedback from parents. Staff performance management data and observations 	<ul style="list-style-type: none"> We need to continue supporting staff with relevant CPD which focuses on meeting the needs of the changing cohort of pupils in Key Stage 1. 	<ul style="list-style-type: none"> Feedback from staff and informal observations.

Review of last year 2023/25

meaning full.			
---------------	--	--	--

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 utilise the opening of the new sports hall by broadening the range of activities across our PESSPA provision.</p> <p>To ensure the curriculum is relevant and meaningful for all our pupils.</p> <p>To move towards a concept-based curriculum model. To ensure we have all the relevant equipment and staff CPD to deliver this effectively.</p>	<p>Use the Head, Heart, Hands approach to sessions allowing us to provide a holistic approach to delivering PESSPA.</p> <p>Develop a CPD resource on line for staff to access up to date research and pedagogic evidence on all PE matters.</p> <p>Through pupil voice activities and subject leadership time (learning walks, observations, Faculty meetings)</p>

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>Improved staff confidence and knowledge to deliver a concept-based curriculum to meet the changing needs of the pupils within the school.</p> <p>Provide specialist equipment which will help to motivate and engage all the pupils</p> <p>To ensure all pupils have access to a high quality PESSPA provision which is relevant and inspiring to them.</p> <p>Provide pupils with a broader range of extra-curricular activities.</p> <p>Pupils' engagement levels remain high.</p> <p>All pupils to achieve or exceed teacher set targets for PE during the academic year.</p> <p>Increased number of pupils attending extra-curricular activities.</p> <p>Increased number of pupils representing the school at Level 2/3 School Games events/festivals.</p>	<p>Registers of extra-curricular activities</p> <p>Assessment data – Connecting steps</p> <p>Pupil voice results</p> <p>Parental and staff questionnaires</p> <p>Increased links with community-based organisations/national pilot schemes.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> -Increased number of extra curricular activities on offer -Increase in the number of pupils attending sessions - Boys and girls' provision is given equal value/importance. -Pupils attainment is in line with the schools' expectations. <p>Pupils who have not achieved their expected targets to be placed on PE interventions. This information is shared between the teaching staff.</p> <ul style="list-style-type: none"> -Increased number of pupils attending community-based sporting sessions e.g. Polar Bears, BFCCT and Active Blackpool sport camps. 	<p>Achieved afPE kite mark with Distinction (June 2025)</p> <p>Whole school assessment data.</p> <p>The latest OFSTED report was graded as Outstanding in all areas.</p> <p>An increasing number of pupils have gone onto post 16 provision linked to sport/coaching.</p> <p>School's SEF form.</p>