

# 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?
<p>Replenishing sports and playground equipment.</p> <p>Raised the profile of PE and Sports within school.</p>	<p>More equipment means more children are able to access PE lessons and are actively involved.</p> <p>More children actively engaged in clubs at school and outside on a break times.</p> <p>Range of sports have been introduced. External companies commented on how school's fitness and skills have improved.</p> <p>Funded football so that children are able to attend.</p>	<p>Football club was ran by an outdoor /external organization</p> <p>Cost of transport is increasing.</p>	<p>Cost for external organization was a lot of money but didn't offer as much as originally promised.</p> <p>Some things were harder to attend due to the cost and timings of certain events. Not all transport was available for set timings.</p>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>More children to access a range of sporting clubs.</p> <p>More children to access a range of sporting events.</p> <p>Higher activity levels during PE lessons. More engaged in PE lessons. More resources means all children can access the lesson at the same time. Less/no children are sitting around watching inactively during PE lessons.</p> <p>More active during break and lunch times. Children who are active at breaks and lunches = active/engaged during lessons, especially when practical.</p> <p>Provide children with high quality PE sessions. Support staff with CPD and uplevelling their knowledge.</p>	<p>Provide children with more opportunities to attend a range of sporting clubs within school.</p> <p>Develop links with St Michael's (linked secondary school) in order to use their facilities for after school sporting clubs. Use St Michael's minibus to access sporting events. Sign up for a wider range of sports offered through the SSSP.</p> <p>More resources and activities for children to use in PE lessons</p> <p>More resources and activities for children to use in break/lunch times Children selecting these resources and using them appropriately during lunch times. Movement breaks – resources available.</p> <p>External staff/companies that support PE lessons and teacher's subject knowledge.</p>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ul style="list-style-type: none"> <li>Increased PE attendance.</li> <li>Increased fitness levels.</li> <li>Increased attendance in sporting events.</li> <li>Increased sporting knowledge.</li> </ul> <ul style="list-style-type: none"> <li>Intended impact – fitness/activity levels increase = happier children</li> <li>Movement breaks to improve concentration.</li> <li>Sports leaders taking ownership of equipment for break times.</li> </ul> <ul style="list-style-type: none"> <li>New equipment including regulation resources. Children with SENd needs are supported and have new activities/exercises that they can use to help them focus/remain in class for longer periods.</li> </ul> <ul style="list-style-type: none"> <li>Bikeability to be reimplemented for UKS2.</li> <li>Children will know how to ride their bikes in a safe manner.</li> <li>Children will be confident riding their bikes near/on roads.</li> <li>Children will be choosing more active options in travelling to school.</li> </ul>	<ul style="list-style-type: none"> <li>More children accessing pe and actively taking part in lessons.</li> <li>Active children at break and lunch times due to skills taught in pe.</li> <li>A greater amount of children putting themselves forward for sporting events.</li> <li>Children apply rules of sporting games more comfortably.</li> </ul> <ul style="list-style-type: none"> <li>More active children are engaged in class.</li> <li>Movement breaks have an impact on children's concentration/engagement.</li> <li>Children are organizing more activities/games.</li> <li>Children engaging/teaching younger children new games.</li> </ul> <ul style="list-style-type: none"> <li>Children will be more actively engaged in lessons and can apply their regulation skills well. Children are focused for longer which impacts their attainment.</li> <li>Develop skills that can be applied to resilience and teamwork.</li> </ul> <ul style="list-style-type: none"> <li>Children will be riding to school more frequently.</li> <li>Children to be riding their bikes safely.</li> <li>Children are confident to ride to school instead of walking.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• Children are wanting to take part in a wider range of sporting activities.</li> <li>• Children are more confident accessing sports in terms of rules and understanding.</li> <li>• PE coaches support children's learning. Skills develop over lessons/spiraling curriculum.</li> <li>• Children are more active at break and lunch times.</li> <li>• Children with SEND needs are supported through regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater amount of children actively engaging in after school clubs when sports are offered.</li> <li>• Greater amount of children accessing new, different sports, especially if its not taught in their year group's PE lessons; tag rugby, trampolining, etc.</li> <li>• Greater amount of children volunteering to attend sporting events as part of the school.</li> <li>• Greater amount of children succeeding for sporting events offered by the SSSP, through in-school sporting competitions.</li> <li>• Children are accessing well planned lessons.</li> <li>• Staff use sessions to up-level their own practice and apply it to their own PE teaching.</li> <li>• Skills are taught and developed over time, progression is clear.</li> <li>• Children's physical skills develop, as well as developing skills such as teamwork, confidence and honesty.</li> <li>• Children are playing with a wide range of equipment.</li> <li>• Children are happy at break and lunch times.</li> <li>• Greater amount of children are accessing games with sports leaders.</li> <li>• Children have more resources available for regulation/regulation programme</li> <li>• Regulations are equipped for variety of activities.</li> <li>• SEND children taking part in regulation are returning to class and are able to access learning.</li> </ul>