

# 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?
<ol style="list-style-type: none"> <li>1. The purchase of resources to develop fine motor skills in the EYFS</li> <li>2. Get Set for PE subscription</li> <li>3. Participation in more inter-sport competitions</li> <li>4. Professionals/ Coaches to teach PE</li> <li>5. PE HLTA teach PE and lead after school clubs.</li> <li>6. Repair or purchase outdoor play equipment and PE equipment</li> <li>7. Outdoor learning sessions for children</li> <li>8. Trips to develop coordination and outdoor pursuits</li> <li>9. % of pupils performing safe self-water rescue, swimming 25m.</li> </ol>	<ul style="list-style-type: none"> <li>• Progress data shows improvement in fine motor skills. Teacher feedback.</li> <li>• Staff survey results, staff feedback, staff feel more confident delivering PE lessons.</li> <li>• Children enjoyed taking part in a Football tournament, Kwick Cricket tournament and Street Dance Festival.</li> <li>• KS2 had a Cricket coach in to teach PE lessons which received good feedback from children and teachers alike. KS1 and KS2 had a tennis lesson with a coach which developed ability in racket sports.</li> <li>• Good attendance in after school clubs.</li> <li>• PE lessons were well resourced.</li> <li>• Good pupil, parent and staff feedback from trip which developed children's resilience, co-ordination, and courage to try new things.</li> <li>• Good % of children can swim 25m and perform self-water rescue.</li> </ul>	<ol style="list-style-type: none"> <li>1. Large play equipment investment.</li> <li>2. Opportunities to participate in inter-school competitions were limited.</li> </ol>	<ol style="list-style-type: none"> <li>1. School unable to invest significant amounts into large play equipment expansion.</li> <li>2. Not many inter school competitions available to participate in and travel to and from our school is limited.</li> </ol>

## 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"> <li>1. Effective/sustainable spending of PE and Sports Premium</li> <li>2. Pupils engaging in adequate amount of daily physical activity</li> <li>3. All pupils participate in 2 lessons of physical education each week</li> <li>4. Staff are knowledgeable and confident in delivery PE lessons and sporting activities</li> <li>5. Pupils have plentiful opportunities to participate in competitive sport</li> <li>6. School has good links with local sports clubs and organizations</li> <li>7. Pupil Sports Leaders support lunchtime PE and Sport activities for KS2 and KS1 pupils</li> <li>8. Outdoor learning sessions for children.</li> <li>9. Professionals and coaches to come into school to teach PE lessons and opportunities for pupils to participate in other sporting activities off site.</li> <li>10. Improve fine motor skills for our children in EYFS to help progress academic learning</li> <li>11. Pupils are taught to swim competently, confidently and proficiently over a distance of at least 25 meters, using a range of strokes effectively and can perform safe self-rescue in different water-based situations</li> </ol>	<ul style="list-style-type: none"> <li>• Discussions with staff and planning of lessons to ensure we have all the equipment required for high-quality teaching.</li> <li>• Lunchtime/break-time activities led by Sports Leaders and/or staff</li> <li>• Ensure all pupils access 30 minutes of physical activity during the school day</li> <li>• Promote the importance of daily physical activity through assemblies, newsletters, and displays.</li> <li>• Ensure that all classes have a timetabled 2-hour PE lesson each week, covering a diverse range of activities and sports.</li> <li>• Look out for inter-school competitions and sports festivals and encourage children from both KS1 and KS2 to attend when possible.</li> <li>• Provide high-quality, engaging PE lessons that cater to the needs and abilities of all pupils.</li> <li>• A hired coach will run a lunch time club and an after school club weekly all year round for children of all ages to promote physical activity and participation in new sports.</li> <li>• Collaborate with local sports clubs and organisations to enhance the PE curriculum and provide specialist coaching.</li> <li>• Each class has a selection of children who attend weekly outdoor learning sessions. These children change half-termly.</li> <li>• Extra swimming coaches to increase % of children who can competently swim 25m and demonstrate safe self-rescue in different water based situations.</li> <li>• A 10-week swimming programs to develop swimming ability.</li> </ul>

## 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?
<ol style="list-style-type: none"> <li>1. Pupils engaging in adequate amount of daily physical activity</li> <li>2. All pupils participate in 2 lessons of physical education each week</li> <li>3. Staff are knowledgeable and confident in delivery PE lessons and sporting activities</li> <li>4. Pupils have plentiful opportunities to participate in competitive sport</li> <li>5. School has good links with local sports clubs and organizations</li> <li>6. Pupil Sports Leaders support lunchtime PE and Sport activities for KS2 and KS1 pupils</li> <li>7. Outdoor learning sessions for children.</li> <li>8. Professionals and coaches to come into school to teach PE lessons and opportunities for pupils to participate in other sporting activities off site.</li> <li>9. Children in EYFS will develop their fine motor skills to support academic learning.</li> <li>10. Pupils are taught to: swim competently, confidently and proficiently over a distance of at least 25 meters, using a range of strokes effectively and can perform safe self-rescue in different water-based situations</li> </ol>	<ul style="list-style-type: none"> <li>• 100% of pupils engage in at least 30 minutes of physical activity per day.</li> <li>• Increased pupil engagement and enjoyment in physical activity, as evidenced by pupil voice surveys.</li> <li>• 100% of pupils participate in 2 sessions of physical education each week.</li> <li>• Increased pupil enjoyment and engagement in PE lessons, as evidenced by pupil voice surveys.</li> <li>• Investment in high-quality PE equipment and resources to support the delivery of the curriculum.</li> <li>• Children will use playground equipment efficiently at break times and lunchtimes. PE Ambassadors/Staff/coaches will lead lunchtime clubs to promote physical activity.</li> <li>• Learning walks, lesson observations, class timetables will show that children have two PE lessons a week.</li> <li>• Staff audits, lesson observations and feedback.</li> <li>• By the end of the year, children will have had the opportunity to participate in competitive sport.</li> <li>• Student and staff feedback on coached sessions.</li> <li>• Children in EYFS will show an improvement in fine motor skills and letter formation.</li> <li>• Swimming data will show an improvement in % of children who can competently swim 25m and perform self-rescue.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?