

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"> • The National Curriculum requirements for PE continue to be taught across the school. Clear progression of knowledge is evident. • Children and staff can talk confidently about PE and the progression of skills and knowledge between year groups. • All children participated in 2 hours of PE per week. • Children made at least expected progress 	<ul style="list-style-type: none"> • Subject leader monitoring every term. • Pupil voice and feedback. • Lesson observations during subject leader monitoring days. • Feedback from sports coaches employed by school. 	<ul style="list-style-type: none"> • Facilities sometimes stopped PE from being able to be carried out effectively. E.g weather, assemblies or other events taking priority over the hall. 	<ul style="list-style-type: none"> • Subject leader monitoring every term. • Pupil voice and feedback. • Lesson observations during subject leader monitoring days. • Feedback from sports coaches employed by school.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • To continue to ensure coverage of PE skills knowledge and progression across the school. • To ensure participation for all during PE lessons. • To ensure children are making at least expected progress. • To promote the uptake of sports clubs to all children, especially vulnerable children. • To monitor how many children are taking part in sports across the school. • To implement a new PE kit policy in order to increase PE lesson time. • To promote early movement for children in foundation stage. 	<ul style="list-style-type: none"> • Subject leader monitoring every term. • Pupil voice and feedback. • Lesson observations during subject leader monitoring days. • Feedback from sports coaches employed by school. • Liaise with club coordinators, both within school and outside agency. • Use of coaches to upskill staff and better their subject knowledge • Use of sports coaches, CPD for teachers and liaising with FS phase and leader and parents,

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?
<ul style="list-style-type: none">• We are expecting that the extra time allowed through the changes to PE policy will result in more children reaching at least expected progress.• More children will be taking part in a wider variety of sports clubs.• Improved fitness of children throughout the school through extra time and provision made for PE.• Intent and implementation now follow the same sports every other year so that children are able to link new learning to their prior knowledge and skillset. Therefore, improving their sporting abilities.	<ul style="list-style-type: none">• Subject leader monitoring every term.• Pupil voice and feedback.• Lesson observations during subject leader monitoring days.• Feedback from sports coaches employed by school.• Liaising with sports club leaders.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none">• Longer PE sessions are taking place and children are achieving more because of it.• Excellent uptake in our club opportunities. More children than ever being able to take part in competitive or non-competitive sports. Introduction of new inter-school sports such as basketball.• Children able to link prior knowledge to new skills more effectively.• Specialist PE coaches using their expertise to support class teachers in providing better lessons with increased subject knowledge, modelling and skills.• Children utilized as sports leaders, helping support PE coaches in clubs. For example, setting up equipment, refereeing games and modelling skills.	<ul style="list-style-type: none">• Subject leader monitoring.• Pupil voice and feedback.• Lesson observations during subject leader monitoring day.• Feedback from sports coaches employed by school.• Liaising with sports club leaders.