

# 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>Use of sports coaches to encourage more activity at lunchtime. This had an impact on the variety of activities on offer at lunchtime</p> <p>Joining the sports partnership – this has played a significant part in raising opportunities for pupils to compete in teams in intra and inter sports competitions.</p> <p>Developing staff skills in teaching gymnastics and dance</p>	<p>Through observations the vast majority of pupils engage in football, table tennis, basketball, T-Square and skipping. The sports coach as well as supporting pupils in the above, also engaged pupils in games using a range of equipment.</p> <p>Pupils have taken part in football and netball leagues – won local leagues, a tag rugby tournament and reached the county finals of tri-golf. Winning the leagues enabled access to higher level tournaments.</p> <p>All teachers have taken part in gymnastic and dance workshops to further develop their skills in teaching these areas of PE</p>	<p>Some pupils with additional needs are more comfortable remaining indoors the engaging in physical activity</p> <p>Being our first year with the Sports Partnership and having missed the Primary Leader Development Day (due to unanticipated circumstances) the opportunity to plan strategically access for all year groups was challenging</p>	<p>Observation and discussion with this small group of pupils</p> <p>Opportunities across phases were not equitable – more opportunities were taken up by KS2 that KS1 and Reception</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><b>Key area 1</b> To increase staff confidence, knowledge and skills in teaching PE and sport</p> <p><b>Key area 2 / 4</b> To increase engagement of all pupils in regular physical activity and sport, including offering a broader and more equal experience of a range of sports and physical activities</p> <p><b>Key area 3/5</b> To continue with our membership of the local sports partnership. This will continue to raise the profile of PE and sport and will link to increasing participation in competitive sport</p>	<p>Complete PE has been purchased to support staff's skills in teaching each strand of their curriculum. Each lesson plan contains CPD which include videos of learning in action</p> <p>Staff skills assessment will identify key areas where staff feel less confident – consequently additional CPD can be effectively targeted</p> <p>Release time for PE lead to monitor the overall quality of PE through focussed support and mentoring (e.g. two afternoons per term)</p> <p>Leadership support for PE Lead through joint attendance with HT at Primary PE Conference</p> <p>Pupil survey – hands up survey in each class to establish how many pupils play sport in school or out of school. This will provide a simple baseline</p> <p>Focus on girls access to activities at lunchtime – identify barriers. Positive discrimination through use of sports coaches/ play rangers if appropriate</p> <p>Sports Coaches employed for three lunchtimes per week. Play Rangers employed for one lunchtime per week</p> <p>Girls football team established</p> <p>Join the local sports partnership release PE lead to attend primary leaders training</p> <p>Ensure fair distribution of access to activities/ competition for all year groups – ensuring pupils can attend</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?

## Expected impact and sustainability will be achieved

### Key area 1

CPD will focus on skills teaching. The expected impact will be that higher levels of skill are increasingly evident due to the impact of staff CPD. As staff confidence grows the quality of PE teaching continues to develop. The CPD focussed Complete Curriculum is sustainable as should staff move on, the CPD is embedded in the teaching

### Key area 2/ 4

Lunchtime football, basketball and table tennis games show a more equal mix of genders taking part  
Targeted pupils engage in activities through the use of Play Rangers/ Sports Coaches – developing an enjoyment of sport

### Key area 3/5

Values of sportsmanship are a focus for our values programme. More pupils are seen demonstrating these as and impact of more participation and competition (learning to win as well as loose)

Our sports teams will have increasing success in inter school competitions and tournaments due to higher levels of skills. This will be evidenced through competition outcomes

The quality of PE teaching is at least good and evidenced through monitoring

Teachers own skills assessment will show increasing confidence and knowledge

Pupil voice demonstrates overwhelmingly positive attitude to being active and evidence through participation numbers/ photos/ regular monitoring (as in quick look around the playground).

Number of competitions and activities attended by pupils  
Pupil voice

## Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?