

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>The implementation of OPAL for break and lunchtimes.</p> <p>DSSN – Being part of local Sport network</p> <p>New PE online planning and teaching resource to support teaching of PE</p> <p>Replenishing and purchasing of PE Equipment.</p>	<p>Improvement in knowledge by staff on the importance of play Children already involved in a variety of different activities at lunch</p> <p>Many year groups attended different events including events specifically for SEND. Children spoke positively about each event and enjoyed the competitive element. Gave the football team, opportunities to be part of a league and have competitive matches.</p> <p>Teachers beginning to become more confident with the teaching of PE, this still needs consolidating</p> <p>Ensuring we have quality resources to deliver the curriculum – some of these were new due to the revised curriculum</p>	<p>External after school provision</p>	<p>Numbers declining at external after school clubs making them financially unviable</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
<ul style="list-style-type: none"> • To further increase staff skill and confidence teaching a range of different areas across the curriculum, investing in Complete PE and ensuring fully resourced. • To investigate and secure a variety of after school sporting clubs, looking at new providers in order to enhance provision. • To continue being part of the local Sports Network (DSSN) accessing events and funding transport, enabling pupils to take part in a greater number of events and competitions to experience working with other schools • To further enhance pupil experiences to different sports, looking at taster sessions, athlete visits and sports week opportunities. • To invest in Teach active to encourage active participation in lessons and interventions – making learning more accessible for vulnerable groups. • To continue to invest and promote OPAL for more active lunchtimes 	<ul style="list-style-type: none"> • Continue to invest in Complete PE planning and teaching tool to support planning across the year groups, ensuring all equipment is replenished where necessary. • Source new external providers, use pupil voice to ascertain areas of sport that they would be interested in. • To be active members of the DSSN, provide funding for transport and ensure every class has an opportunity to attend an event. • To develop opportunities for different sports – looking at local area groups for taster sessions and sports week in order for parents and children to have knowledge of what is available locally. • To further develop the curriculum ensuring some lessons are more active and engaging especially for vulnerable groups. • To ensure opportunities for active playtimes, investing in sport equipment, scooters etc.

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>The quality of PE provision and equipment improving. Teacher confidence and skill increasing, fostering positive learning environments.</p>	<p>As teachers gain confidence and skills, lessons will become more engaging, inclusive, and well-paced. This will begin to lead to better skill development, increased motivation, and higher participation levels among pupils. Additionally, improved teacher expertise helps create a positive learning environment where all children, regardless of ability, feel supported to challenge themselves, work collaboratively, and enjoy physical activity—ultimately fostering a lifelong love of sport and healthy living.</p>
<p>To increase participation at sport after school clubs with more parents/pupils signing up.</p>	<p>Increased participation records, different provider for after school clubs.</p>
<p>Pupils will be impacted as DSSN to provide inter-school sporting activities/competitions for all children in Reception & Years 1-6 as well as competitions outside of school day. Renew membership annually. Pupils to have more opportunities to experience a wide range of competitive sports allow them access the local teams and clubs through DSSN</p>	<p>Children enjoying and attending various events throughout the year, such as multi-sports, speed stacking, cross country, tennis etc. Participation in the football league in order to experience competitive matches. Record of events attended.</p>
<p>Increased enjoyment and active play at lunchtimes through OPAL.</p>	<p>Less behavioral incidents at lunchtime play, increase in sport and active play, developing of gross motor skills. Pupil voice and observations will support this.</p>
<p>Increased opportunities for different sports, and widening sporting experiences.</p>	<p>Sports week timetable, record of enhancements throughout the year, pupil voice, wider knowledge of local opportunities.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Attending of more DSSN events and football league • Lunchtime enhancements positive and has increased active and inclusive playtimes – fewer playground incidents • Increasing confidence in the teaching of PE from staff, more focused and structured lessons – but this still needs consolidating. • New external after school PE sourced with a variety of clubs – increasing participation. • Athlete visits and Sporting events during Sports week, Y6 baseball taster session at local club. 	<ul style="list-style-type: none"> • Football league results, photos of events and log of events attended. • Staff training records, behavioural incidents at lunchtime, pupil voice • Lesson observation, lessons following Complete PE structure, well resourced. • Club participation increasing • Photos of events, record of visits, pupil voice. Some pupils are beginning to join local clubs – Boxing taster day (pupils now attending local club), Judo workshops during a Sports Week resulting in pupils signing up for lessons.