

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 2024/25

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"> Supported all children in accessing a range of physical activity. Pupil questionnaires show that over 80% are physically active on a regular basis. Those who are not we have supported through school activities Pupil leaders grown in confidence through leading and supporting in sport. 	<p>Club registers</p> <p>Pupil data gathered in questionnaires</p> <p>Pupils regularly lead activities in front of peers, staff and parents/guardians (sports day)</p>	<ul style="list-style-type: none"> Attending out of school events and competitions Could have looked for more opportunities for more whole class activities. Not as many opportunities for KS1 children to attend competitions. 	

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"> • Review our PE curriculum and align to sporting activities available on the NWLSSP calendar. • Update the registers, ensuring all new children and recently diagnosed SEND children are given a wide range of physical activities opportunities. • Take part in some in house activities to make engagement easier and accessible for all. • Review PE equipment and replace any damaged or missing items. • Aim for at least one competition or activity each half term (either in house or away) • Ensure all children have the chance to take part in a range of physical activities 	<ul style="list-style-type: none"> • Minor changes implemented on long-term plan, to align to competition calendar. • PE lead to liaise with senior staff and teaching staff. • Lunchtime clubs run by sports ambassadors. • PE kit to be checked by a complete clear out of PE shed, checked and repackaged. • Review the NWLSSP offering in Sept and medium/long term competition commitments. • PE Register kept throughout the year to monitor participation.

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">• Identify those children who do not take part in physical activity, either in school or out of school hours and provide opportunities within school.• By having in house activities, teaching staff and sport ambassadors can encourage more children to participate.	<ul style="list-style-type: none">• We have a register of all children taking part in our school planned activities. Student ambassadors collated information, in the form of a pupil survey, gathered information about engagement in sport/physical activity outside of school.• Conversations and observations with teaching staff/sport staff/lunchtime supervisors and sports ambassadors.• Photographs of Sports Ambassadors leading groups in Sports Day activities.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Increasingly positive impact of subject knowledge, confidence and competence teaching PE in school staff.</p> <p>The profile of PE being raised.</p> <p>Sustainable improvements in PE</p> <p>Improvement in end of KS2 swimming attainment</p> <p>SEND provision in PE and Sport</p> <p>Girls Football uptake</p> <p>Active 30mins – lunchtimes</p> <p>Pupil Leadership in PE and Sports</p>	<p>Percentage of chn swimming 25metres - 80%</p> <p>Percentage of chn swimming a range of strokes - 73%</p> <p>Percentage of chn performing self rescue - 40%</p> <ul style="list-style-type: none"> • We have a varied PE curriculum and active school day, including active lunchtimes. This has helped to deliver the 30 minutes of active time during our lunchtimes. • Following pupil surveys over 80% of our children are physically active, either in school or due to out of school activities.