

# 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.
- 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.*

Key Indicators – colour coded for use in document:

1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
2. Increasing engagement of all pupils in regular physical activity and sporting activities
3. Raising the profile of PE and sport across the school, to support whole school improvement
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. Increasing participation in competitive sport

## 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 introduction of new clubs such as Skating and Trampolining.</p> <p>The upskilling of our ECT in order to raise confidence in the delivery of Key Stage 2 PE.</p> <p>The introduction of online teaching resource, Complete PE.</p>	<p>New Skating Club was over subscribed and therefore had to run over two terms with a different group each time.</p> <p>Pupils who had not attended an extra-curricular clubs started to attend.</p> <p>ECT was more knowledgeable across a range of PE activities.</p> <p>Team teaching with Head of Department.</p> <p>Complete PE was instrumental in allowing the ECT autonomy to deliver structured lessons that were well resourced.</p>	<p>Gymnastics and Trampolining continue to be areas that staff report not feeling as confident in.</p> <p>There are certain children who refuse after school sports clubs – continue to develop provision to appeal to non-attenders.</p>	<p>Staff feedback and conversations.</p> <p>Clubs registers and pupils voice.</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>To increase teacher confidence in using technology within PE.</p> <p>To raise teacher confidence in the delivery of certain areas of the KS2 PE curriculum by utilising experts.</p> <p>Increase the range of clubs offered to include less traditional sports and activities, including targeting specific groups – girls and SEND</p> <p>To access a greater amount of inter-school competitions in the local area and beyond.</p> <p>To continue to engage children in physical activity during lunch times and breaktimes in order to aim to achieve 30 minutes of physical activity per day.</p>	<p>Purchase of departmental I-pad and CPD training on how to use it to raise attainment in PE lessons.</p> <p>Expert qualified coaches to come in and deliver a series of lessons in Yr5 football, Yr7 cricket, Yr6 tag rugby.</p> <p>Skating Club to expand to include girls only group Sensory Circuits set up in the mornings for SEND pupils Ultimate Frisbee club set up Traversing Wall club set up at lunchtime</p> <p>Ensure attendance at local PEDSSA meetings &amp; sign up to be included in local area Whatsapp group to ensure all information about upcoming competitions is available.</p> <p>Sign up for more inter-school competitions: Rowing, gymnastics, football, netball, cross country, athletics, indoor athletics, SEND Panathlon.</p> <p>Training of Yr7 pupils as Lunchtime Leaders in order for them to deliver a range of simple playground games to KS2 pupils.</p>

## 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?
<p>Teachers will feel more confident in delivering certain areas of the PE curriculum after watching / taking notes of the expert coaches. Therefore able to implement their lessons themselves next year.</p> <p>Staff incorporate technology into their lessons more frequently.</p> <p>More apps available on the I-pad from staff suggestions</p> <p>Teaching assistants trained to run sensory circuits. Looking to increase to every day before schools.</p> <p>More pupils representing the school over the course of the year. An increase in the number of accolades given out on E Praise for school sport. Higher amount of tweets on social media showing our successes.</p> <p>SEND pupils feel calmer and more ready to start their day. Increased uptake in activities offered at lunchtimes / breaktimes Confident play leaders who lead activities engaging others for sustained periods Increased confidence of lunchtime staff to engage children in activity Less behaviour incidents during lunchtimes due to engagement in activities.</p>	<p>Staff survey</p> <p>Drop ins &amp; lesson observations</p> <p>Looking at the range of apps on the I-pad</p> <p>Registers of club attendance</p> <p>Teamsheets E Praise data tracking X account</p> <p>Track numbers of pupils involved in activities Pupil voice from Lunchtime Leaders Lunchtime staff feedback Behaviour logs</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Teachers will feel more confident in delivering certain areas of the PE curriculum after watching / taking notes of the expert coaches. Therefore able to implement their lessons themselves next year.</p> <p>More apps available on the I-pad from staff suggestions</p> <p>Teaching assistants trained to run sensory circuits. Looking to increase to every day before schools.</p> <p>More pupils representing the school over the course of the year. An increase in the number of accolades given out on E Praise for school sport. Higher amount of tweets on social media showing our successes.</p> <p>SEND pupils feel calmer and more ready to start their day. Increased uptake in activities offered at lunchtimes / breaktimes Confident play leaders who lead activities engaging others for sustained periods Increased confidence of lunchtime staff to engage children in activity Less behaviour incidents during lunchtimes due to engagement in activities.</p>	<p>Staff survey Drop ins &amp; lesson observations</p> <p>Looking at the range of apps on the I-pad</p> <p>Registers of club attendance</p> <p>Teamsheets E Praise data tracking X account</p> <p>Track numbers of pupils involved in activities Pupil voice from Lunchtime Leaders Lunchtime staff feedback Behaviour logs</p>