



PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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>All year groups receive two high quality PE lessons a week using GETSET4PE. This builds on fundamental movement skills which enables children to experience what went well.</p> <p>An extensive range of extra curricular clubs to promote Active 30:30.</p> <p>Ongoing CPD with sports coach and PE lead. Teaching staff are continuing to improve their practice.</p> <p>Termly inter school competitions.</p> <p>Achieved Gold Schools Mark.</p> <p>Year 6 Games Captains trained as 'Activity Leaders'.</p>	<p>Observations and continued CPD.</p> <p>Termly registers.</p> <p>Teacher, TA and 1:1 increased confidence in their delivery.</p> <p>Registers/newsletters</p> <p>Gold Schools Mark for a forth year.</p>	<p>Less % of children swimming 25m.</p> <p>100% of children not achieving Active 30:30.</p> <p>Not all SEND children are achieving higher outcomes.</p>	<p>Local pool closed so had limited access to alternative venue.</p> <p>Active lives survey.</p> <p>Assessment.</p>

Review of last year 2023/25

Access to a rich range of inter-competition.	Active playtimes. Registers/newsletters		
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Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Lower attaining children and SEND to receive additional support in PE to develop their skills. Allowing them to make further progress to perform at their age-appropriate level.</p> <p>Providing targeted and focused training to improve player's ability.</p> <p>Promoting Active travel to school.</p> <p>Introduce new sport to curriculum to target less active.</p> <p>Promote Active 30:30.</p>	<p>Staff CPD and additional staff-pupil ratio in lessons.</p> <p>Upskilled performance.</p> <p>EYFS to participate in Balanceability.</p> <p>To purchase Quidditch equipment and access lesson palns.</p> <p>Additional lunchtime clubs.</p> <p>Access to coaching from local clubs: F51 Skateboarding and Bouldering and self defense.</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?
<p>Lower attaining children and SEND reaching age expected level.</p> <p>Upskilled players, especially in Girls Football.</p> <p>All EYFS to participate and pass Balanceability.</p> <p>To target less active upper KS2 children in PE lessons.</p> <p>Children wanting to be active both in school and out of school.</p>	<p>Assessment.</p> <p>More girls playing on school team/local teams and Academies.</p> <p>Greater number of children using balance bikes/scooters to travel to school.</p> <p>100% participation in lessons.</p> <p>Increased active participation at lunchtimes and increased number of children attending out of school clubs.</p>

Actual impact/sustainability and supporting evidence