

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?
The renewal of The Complete PE scheme to increase staff knowledge and skills. Working with RESSP to provide opportunities for festivals and competitions Lunchtime physical activities increased through specialist sports coaches from SCSS and purchased equipment for outside areas Active travel events well attended across school	Lesson observations Discussion with staff Positive feedback from pupils/ staff who have attended events. Observations at breaktimes Behavioural incidents decrease when children are engaged Student Voice Positive feedback from Balance bikes and children attended the festival Children attending school on a bike after Bikeability training with more confidence – pupil voice	Swimming top up times clashed with Y6 transition so could not happen Lack of equipment to be able to provide all PE curriculum opportunities	Y6 children did not attend lessons (only Y4/5). % remains low. Teacher feedback on resources

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Broad and balanced curriculum fully resourced. Create positive experiences for our children and young people. Teachers having the confidence to deliver high quality lessons across all areas. Engage children in physical activity every day (at least 30mins).	Purchase PE resources required for each year group to cover the whole curriculum. Continue partnership with RESSP for £5,000 and ensure festivals and competitions are attended by all year groups. Link classes to events which match their needs Renew membership to Complete PE and ensure all staff are confident in using it and accessing the resources. Purchase outside physical activity equipment. Ensure staff encourage/ teach children how to use the equipment appropriately.

Actual impact/sustainability and supporting evidence

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
Staff feeling more confident and competent. Children engaged in PE lessons and outdoor physical play and have access to resources to support this. SUSTAINABILITY: Staff confidence to continue. Ensure new staff are trained also. Children enthusiastic and engaged in physical activity in school. Children are more physically active. Children using Active Travel to and from school. Children engaging with SCSS additional breaktime sessions. SUSTAINABILITY: Resources purchased for outside areas which will remain accessible for future years. Continue partnership with RESSP for Active Travel Bookings and SCSS for additional sessions. Children inspired and more confident to take part in physical activity through competition and events. Children develop their life skills: Determination, Self-Belief, Teamwork, Honesty, Respect, Passion. More children access physical activity opportunities. Children representing school – sense of pride. SUSTAINABILITY: Staff learning new activities from festivals to bring back to school and share in future terms/ years.	Lesson observations Staff feedback PE Assessment of children across school. Pupil Voice – children speaking with enthusiasm about their physical activity. Feedback from parents about travel to and from school. Attendance figures for lunchtime clubs with SCSS. Pupil voice – attitudes towards physical activity. Observation of life skills in pupils – teacher feedback. Feedback from staff and pupils following RESSP events.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Staff feel more confident and competent using Complete PE. (New staff will need to be introduced to this). Children are engaged in PE lessons as they have the resources to use, e.g. rounders bats to play rounders. SUSTAINABILITY: The resources will continue to be used and replenished as necessary. Complete PE continue to be renewed – new staff trained. Children are enthusiastic and engaged in physical activity in school. They enjoy the new resources, including crates, chess, pallets etc. These have caused an increase in children's physical activity. Children walk and cycle to school. RESSP also supplied second hand/ refurbished bikes which the children benefitted from. Children actively engaging with SCSS additional breaktime sessions. SUSTAINABILITY: Resources purchased for outside areas which will remain accessible for future years. Partnership with RESSP continues and Active Travel Bookings booked in for next year. SCSS also booked in for additional sessions at breaktimes. Children are inspired and more confident to take part in physical activity through events attended. Children proud to receive their awards for Determination, Self-Belief, Teamwork, Honesty, Respect, Passion. Children representing school show a sense of pride and share in assemblies. SUSTAINABILITY: Staff learning new activities from festivals to bring back to school and share in future terms/ years. Continue partnership with RESSP.	Lesson observations and learning walks. Staff feedback. PE Assessment of children across school. Pupil voice. Pupil Voice – children speak with enthusiasm about their physical activity when asked. Positive feedback from parents about travel to and from school. One girl in particular who received a donated bike from RESSP, now rides to school and back every day. An opportunity that wouldn't have happened without the partnership. Attendance figures for lunchtime clubs with SCSS show it is at a daily capacity. Pupil voice shows an overall positive attitude towards physical activity. Observation of life skills in pupils. Teacher feedback shows that many children are showing these skills and they found it hard to choose award winners due to this. Positive feedback from staff and pupils following RESSP events.