

# 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>Entry into all SSP events and development days.</p> <p>After School provision available across the full school.</p> <p>We ensured that the children have access to road safety through bike ability, balance and Pedestrian training</p> <p>Girls' football</p> <p>Teacher confidence has increased in the teaching of PE.</p> <p>Increased opportunities for swimming.</p>	<p>Every staff member had the opportunity to attend and it gave them ideas for curriculum sessions. The feedback from events was great from staff and children.</p> <p>KS1 and KS2 children were given the opportunity to attend after-school clubs.</p> <p>Y3&amp;4 Level 1 Bikeability Y5 Level 1 and 2 Bikeability Y3 Pedestrian Training Reception Balance Training</p> <p>The year 3 and 4 children loved the girls football event. Our Y5/6 children loved The Wilf</p>	<p>Cross curriculum orienteering</p> <p>Next year, we will use the Moki Band data to identify the least active children and complete clubs in line with this.</p> <p>Our aim is to increase access to sports to ensure all children excel in and enjoy sport.</p>	<p>This could be used to enhance afternoon lessons in Geography and Science</p> <p>Data can be used to aid lunchtime clubs can occur next year.</p> <p>Registers. Pupil voice</p>

## Review of last year 2023/25

<p>Children enjoy sport and share an interest in a healthy lifestyle</p> <p>Meetings with a focus group on how to improve active minutes in school. Children completed surveys with each class.</p>	<p>Mannion Cup Tournament as well. Some children have decided to start playing for a team after this event.</p> <p>Teachers are changing and analysing their PE lessons. Teachers have discussed this with PE leads. Passion for PE has increased throughout school. Teachers have asked for specific equipment to enhance learning through doing research.</p> <p>Swimming booked and records are kept from the sessions.</p> <p>Records of meeting, evidence in floor books and children led an assembly.</p>		
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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
<ul style="list-style-type: none"> <li>-To increase participation and engagement in physical activity across all year groups.</li> <li>-Continue to engage children in physical activity during lunch times and breaktimes, to aim to achieve more than 30 minutes of activity outside of PE lessons per day.</li> <li>- To embed daily physical activity into the school day.</li> <li>- To improve the quality and accessibility of PE provision through a consistent curriculum and assessment.</li> <li>- To ensure inclusion for all students with appropriate equipment and opportunities.</li> <li>-Continue to access a wide range of inter-school competitions and hold regular intraschool events</li> <li>-Early Years Motor Competence and Screening to improve.</li> </ul>	<p>All year groups attend at least one SSP event.</p> <ul style="list-style-type: none"> <li>- Continue and expand use of brain breaks, with resources shared by the subject leader.</li> <li>-Playleaders training</li> <li>-CPD for lunchtime staff</li> <li>- Maintain use of Moki Bands to monitor active minutes.</li> <li>- Continue investing in equipment to match growing class sizes.</li> <li>- Develop break-time provision further aligned with OPAL.</li> <li>- Continue and broaden the range of after-school clubs for KS1 &amp; KS2.</li> <li>- Support teachers with continued use of the embedded PE curriculum and its assessment tools to track and improve pupil progress.</li> <li>-Membership with RESSP</li> <li>-RESSP completed baseline assessments and gave EYFS staff activities to do with the children. Staff attending a webinar.</li> </ul>



## 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?
<ul style="list-style-type: none"> <li>- Increased physical activity levels throughout the day.</li> <li>- Greater pupil engagement and enjoyment in PE and physical activity.</li> <li>- More active minutes to enable the children to achieve more than 30 active minutes in school per day. Children choosing to 'get the steps in' at any / all opportunity</li> <li>- Improved progression and attainment in PE through structured assessment.</li> <li>- More inclusive access to equipment and opportunities.</li> <li>- Sustainable, embedded curriculum and culture of physical activity.</li> <li>- Children improved their balance and basic movements</li> </ul>	<ul style="list-style-type: none"> <li>- Pupil voice surveys and feedback from events and PE lessons.</li> <li>- Moki Band data comparisons.</li> <li>- Assessment of data from the embedded PE curriculum.</li> <li>- Staff feedback on curriculum uses and effectiveness.</li> <li>- Registers from after-school clubs and SSP events.</li> <li>- Observations of activity at breaks/lunch.</li> <li>- Staff complete the activities that the RESSP gave them</li> <li>- Evidence added to social media to highlight the impact of events and to share pictures with parents and carers.</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>- Curriculum embedded across the school with consistent delivery.</li> <li>- Teachers use assessment tools to monitor and improve provision.</li> <li>- Each year group attended SSP events with clear intent.</li> <li>- Increased daily activity due to OPAL and brain breaks.</li> <li>- Equipment improved access and engagement.</li> <li>- Increased after-school club uptake.</li> <li>- Recorded improvement in active minutes via Moki Bands.</li> <li>- Children can complete the activities in small games</li> <li>- All year groups have attended SSP events and competed against peers, developing sportsmanship and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum and assessment records.</li> <li>- Pupil and staff feedback.</li> <li>- Event participation records.</li> <li>- Moki Band data.</li> <li>- Club registers.</li> <li>- Observations and informal notes from staff.</li> <li>- Monitoring motor competence</li> </ul>