

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



Images courtesy of Youth Sport Trust

## PE Funding Evaluation Form 2024-25

- 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?
<ul style="list-style-type: none"><li>- Resources audited</li><li>- Specialist teaching opportunities</li><li>- Wider experiences</li></ul>	<ul style="list-style-type: none"><li>- Lesson Monitoring</li><li>- Lesson monitoring/ Pupil Voice</li><li>- Pupil Voice</li></ul>	<ul style="list-style-type: none"><li>- Not all resources lasted as they were being used at other times.</li><li>- Children were not always able to say what they had been learning about.</li><li>- Children wanted a wider range of activities.</li></ul>	<ul style="list-style-type: none"><li>- There were many depleted resources by the end of the year when they were re-audited.</li><li>- Pupil Voice questionnaires.</li><li>- Younger children wanted to be more involved and wanted other activities such as dance.</li></ul>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. Introduce a wider range of physical lunchtime activities.	Audit resources and use pupil voice to provide a range of resources that encourage children to be physically active at break times. Look into installing an activity wall on the playground.
2. Engage less-active groups in regular physical activity.	Identify pupils and analyse data. Encourage groups to engage at lunchtimes through play with midday assistants.
3. Increase participation in competitions.	Enter more competitions, gain interest and excitement through competition trials and teams. Provide transport to competitions so that more children can access a range of different sports.
4. Develop a group of PE Ambassadors for whole school pupil voice.	Choose 1 ambassador from each class (KS1 and KS2) who will meet regularly with PE Coordinator. Work on ideas for

## Intended actions for 2024/26

5. Provide a range of wider opportunities for all children.

developing lunch times and wider opportunities.

Work with PE Ambassadors to collate pupil voice about wider opportunities that they would like. Provide a range of opportunities throughout the year.

## 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?
1. KI3- Raise the profile of PE and Sport as a tool for whole school improvement by introducing a wide range of physical activities for children to engage with at lunchtimes.	A range of new resources will be purchased to support active lunchtimes. Active lunchtimes will then be implemented by PE Ambassadors (overseen by PE Coordinator). Pupil and Staff Voice in summer term to monitor impact.
2. KI2- Engage all pupils in regular physical activity, focusing on less-active groups to increase their participation.	Introduce moki watches as a way of engaging less-active groups to participate in physical activity throughout the day. Monitor impact through engagement and data.
3. KI5- Increase participation in competitive sport by providing more opportunities for a range of children to attend competitions for different sports.	Enter more competitions (variety of sports) and open trials to all children in appropriate year groups to provide equal opportunities. Complete pupil voice to monitor impact.
4. KI3- Raise the profile of PE and Sport as a tool for whole school improvement by developing a group of PE Ambassadors who will play an active role in developing PE and sports across the school.	PE Ambassadors will utilise their roles and work alongside the PE Coordinator to make necessary adjustments to PE and sports across the school to ensure that all children receive the

## Expected impact and sustainability will be achieved

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| 5. KI4- Offer a broader experience of range of sports and activities to provide children with a wealth of experiences that they may not achieve outside of school. | same opportunities.<br><br>Pupil voice to gauge pupils' enjoyment and use this information moving forward to provide a wide offer in the next academic year. |
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## 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>- Successful implementation of PE Ambassadors to raise the profile of PE and Sport</li><li>- More engagement from a range of children regarding competitive sports</li><li>- Wide range of opportunities for competitive sports provided to children (mainly in KS2 but some in KS1)</li><li>- Successful use of resources during break and lunchtimes to promote physical activities</li><li>- Positive feedback from children and staff regarding range of sports experiences provided for children</li></ul>	<ul style="list-style-type: none"><li>- Pupil Voice</li><li>- Competition trials attendance</li><li>- Competition data</li><li>- Improved behaviour at break and lunchtimes</li><li>- Sustained enjoyment from sports experiences (eg: more children skipping at break times after 'Skipping Ninja' workshop)</li></ul>