

# 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>KI 1 - Additional opportunities to take part in a variety of physical activity outside of PE lessons during the school day. Children have been offered a variety of physical activities ran by two qualified coaches during lunch breaks. Children to be active for at least 30 minutes each day during the lunch breaks.</p> <p>KI 1 - Equipment for all PE lessons and lunchtimes is well resourced, staff liaise well with PE coordinator when equipment needs replacing.</p> <p>KI 3 - Planning of the Get Set scheme now well embedded in the school, staff are confident in teaching PE lessons. An understanding of the progression of skills has increased with staff.</p> <p>KI 5 - Children competed in sports day. There were a range of team building and competitive activities.</p>	<p>Effective monitoring of physical activity levels at lunchtimes. Monitoring the number of pupils that are engaged in the lunchtime activities. A range of activities are planned for lunchtimes to help support PE lessons and also give the children new opportunities to try new sports.</p> <p>During PE lessons, children have enough equipment for them to be active during the session. Variety of equipment so that opportunities can be offered at lunchtimes.</p> <p>Staff are more confident in their teaching, this has been shown during learning walks of PE and staff discussions during staff meetings.</p> <p>Positive feedback from children, parents and staff about the day. Happy children with good team spirit and encouragement towards each other.</p>	<p>KI 3 - Staff confidence in assessment, planning is now embedded, but how do they know the children are doing well and achieving. How do they identify a child that is skilled in a particular area?</p> <p>KI 1/4 - Opportunities to inspire children to take part in sporting activities outside of school. To be active for at least 60 minutes a day.</p>	<p>Staff surveys, staff discussions and staff confidence in this area.</p> <p>Staff confidence in delivering the new curriculum has been the main focus. Need to work more with outside agencies/local companies to help share and encourage opportunities for sport outside of the curriculum.</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 ensure all children are participating in two hours of high quality PE a week by continuing to focus on teacher training ensuring that all teachers are confident in teaching high quality PE.</p> <p>To ensure all staff are confident in assessing children during PE lessons, to plan and adapt their lessons accordingly to support or stretch children where they can.</p> <p>To make sure the PE subject lead is confident in PE and up to date with any changes in PESSPA. For the subject lead to be confident in sharing good practice within the school to help staff develop their confidence in teaching and assessment.</p> <p>To give the children the opportunity to be active for at least 30 minutes a day in school by having focused activities at lunchtime, ran by qualified coaches to help them with their PE skills or broader their experience.</p> <p>To begin to ensure that the curriculum is inclusive for all pupils and adaptations are made where needed to stretch and support. PE coordinator to be confident in advising staff. Staff to have appropriate training where needed.</p>	<ul style="list-style-type: none"> <li>• Quality of teaching and learning in PE will be developed through staff training and support for all class teacher.</li> <li>• PE planning to be up to date and show a clear progression of skills.</li> <li>• Learning walks by the HT and PE lead to monitor PE teaching and learning.</li> <li>• Team teaching sessions with PE lead to help support teaching sessions and staff training.</li> <li>• Staff meeting to help support training and assessment of PE</li> <li>• PE lead to attend local training for PE lead and network meetings to keep up to date.</li> <li>• PE advisor to come and work with PE lead to share good practice and ensure planning shows a progression of skills.</li> <li>• Qualified coaches to help during lunchtimes to give the children the opportunity to be active for at least 30minutes during the school day.</li> <li>• Resources updated to allow all children within the school to be physically active.</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?
<p>Children will continue to have high quality PE lessons as staff will have had training.</p> <p>Staff able to follow PE planning and know the next steps for individual children, knowing the skills they have learnt before and where they need to progress onto.</p> <p>School working well with the local PE team to help support the planning and lessons being delivered to the children.</p> <p>Children to be active for at least 30 minutes a day at school, especially during lunchtimes where they will have the opportunity to try new activities run by the MAGNA staff.</p> <p>Resources updated for all pupils to be able to use to be access the curriculum and lunchtime activities.</p>	<p>Pupil and staff feedback of lessons.</p> <p>Pupil and staff feedback of lunchtimes.</p> <p>Assessment of pupils in PE lessons, children's gaps met during lessons in order for them to be able to achieve and progress. Equipment differentiated to be able to achieve this.</p> <p>Children achieving during lessons, PE lead to monitor assessment.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>To be updated during the following year 2025/26 where we hope to see the impact.</p>	<p>To be updated during the following year 2025/26 where we hope to see the impact.</p>