

# 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?
Different sports are widely provided throughout the school curriculum.	The curriculum is diverse and includes sports that children want to take part in.	Staff members are still not as confident as I would like them to be in setting up and playing playground games at playtimes.	Staff games are few and far between, some adults are happy to get children playing frisbee or stuck in the mud, but more complex games are rarely played.

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. <b>Increase Participation in Physical Education:</b> Expand opportunities for all students to engage in physical education activities.</li> <li>2. <b>Annual Sporting Event Participation:</b> Ensure that every student participates in at least one sporting event each year.</li> <li>3. <b>Promote Girls' Football:</b> Continue to actively encourage and support girls' participation in football.</li> <li>4. <b>Foster Competitive Spirit:</b> Motivate students to compete against themselves and their peers, promoting personal and collective growth.</li> <li>5. <b>Encourage Team Games and Leadership:</b> Promote team sports and foster youth leadership and organizational skills through structured activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to improve the provision of our PE curriculum and introduce physical learning across the curriculum.</li> <li>2. Keep track of all children in our school and note down when they are chosen to take part in any sports events.</li> <li>3. Designate one day a week for girls football and take part in the "biggest ever football session".</li> <li>4. Contribute to the HWSSP monthly challenges such as skipping and speed stacking.</li> <li>5. Encourage our young leaders and sports crew to take ownership of setting up games and creating a fun playtime and lunchtime environment.</li> </ol>

## 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?
<ol style="list-style-type: none"> <li>1. Children will continue to develop a wide variety of sporting skills and be exposed to more types of sport.</li> <li>2. Children will experience competitive/ festival environments during the school year and will also be exposed to sports that they may not have taken part in before.</li> <li>3. Year on year, more girls to take part in lunch football.</li> <li>4. Children will gain the skills and characteristics needed to compete against themselves or other children in a sporting manner.</li> <li>5. Young leaders will take more ownership of playground games and have the confidence to set these up themselves.</li> </ol>	<ol style="list-style-type: none"> <li>1. PE reporting will show an improvement in attainment across age ranges. We will also perform better in partnership sports events.</li> <li>2. Tracker of the whole school participation to be kept up to date.</li> <li>3. Weekly registers to be kept in folder to show how many girls are joining in.</li> <li>4. Children to submit scores/ timings of monthly challenges and award winners in celebration assemblies.</li> <li>5. Registers will be taken of attending children, pupil voice will be filled out to see what children want to play.</li> </ol>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ol style="list-style-type: none"> <li>1. Improved attainment across the school in PE.</li> <li>2. More engagement in inter-school sports events.</li> <li>3. Young leaders have greater independence in setting up lunch time activities and allocating necessary equipment to children.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2023/24 attainment: WTS: 10.23% EXP: 79.55% GDS: 10.23%  2024/25 attainment: WTS: 7.02% EXP: 82.46% GDS: 10.53%  2. Where applicable, <b>every child from Y1-4 has taken part in an inter-school sports event this year</b>. Reception children have had sports visitors in the form of balance bike ability coaches.</li> <li>3. Young leaders set up lunch time activities and have identified equipment that children of the school enjoy using most so have taken it upon themselves to make this equipment more readily available.</li> </ol>