

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?
<i>Lunchtime sport activities provided by Kanga and Sports UK</i>	Attended by a range of children, different activities each day mean that different children are engaged in them.		
<i>Sports UK to teach one lesson of PE a week to all classes</i>	Sports UK mean that high quality PE is being taught and the same scheme is used by teachers when they teach. The coach is in school as an expert tutor for staff when they need it.		
<i>Sports UK lead a range of sporting clubs after school</i>	Attended by lots of children including many disadvantaged pupils		

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)Improve the activity of all children at lunchtimes 2)Provide high quality sports clubs at lunchtime and after school 3)Provide the children with more opportunities to be active throughout the day 4) Give the children more opportunities to compete in sports competitions	<i>1)Continue with lunchtime sport sessions/activities for pupils this will be staffed by 5 days a week Kanga (£8329)</i> <i>2)Sports UK will work in school 1 day per week providing lunchtime cover and a range of after school clubs (£2462)</i> <i>3)Train a member of staff in forest schools to make their days more active. (£1100)</i> <i>Purchase more equipment for use at playtime and lunchtime. (£4515.12)</i> <i>4)Sports UK to train sports teams as part of their role. Staff to support tournaments as part of their directed time. (£875)</i>

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
1) Additional children accessing sport during playtimes and lunchtimes 2) Increased numbers of children at after school clubs Increased children taking up these sports outside of school 3) Happier children Children who are able to demonstrate the skills of forest school Children using the equipment during their free time in school 4) Children competing at events and representing school	1) Evidence of children accessing this – pupil counts Pupil voice Children playing these games independently at other times 2) Evidence of children accessing this – pupil counts Pupil voice Improved performance of children during these clubs 3) Pupil voice will reflect enjoyment of forest school Children will be observed using the taught skills Children will be observed using the equipment 4) Entry into team competitions

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1) Additional children accessing sport during playtimes and lunchtimes 2) Increased numbers of children at after school clubs Increased children taking up these sports outside of school 3) Training was not completed until towards the end of this academic year and so we will see the impact of this in the coming year Children using the equipment during their free time in school 4) Children being proud to represent their school in competitions	1) Evidence of children accessing this – pupil counts Pupil voice Children playing these games independently at other times 2) Evidence of children accessing this – increased numbers of disadvantaged children accessing all before and after opportunities Pupil voice – pupils talk about the clubs, what they enjoy about them and wanting more opportunities to take part. 3) Equipment used regularly and needs to be replaced when used heavily and damaged 4) Team entries into a variety of events.