

# 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>Key indicator 1: All pupils are offered a range of physical activity opportunities during timetabled learning, break and lunch times, as well as extra-curricular opportunities. Resources have been and will continue to be built upon to maintain pupil participation in regular physical activity during these times. (£1000)</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school</p>	<p>Pupils have commented on how there are a range of activities that they can and do undertake during these times.</p> <p>Staff skills have been utilized to best cater for all children.</p> <p>Clubs are on offer throughout the year.</p> <p>Register of those who have participated in clubs, competitions and events</p>	<p>Play Leaders were not utilized as well as they could be during lunch breaks.</p>	<p>Play Leader training for the Year 5/6 children has not happened but will be in place for 2024/25 and beyond.</p>



## Review of last year 2023/24

<p>competent at delivering gymnastics lessons.          Qualified Sports Coach delivers and provides CPD for Teachers and TA's. (£6000)          CPD opportunities for teaching staff.          KICK coach (£4600)          External course offered via SCSSP package (£1000)</p>	<p>deliver higher quality lessons which has led to higher attainment in this area. This has been observed by PE Lead and OFSTED.          Ideas and observing PE lessons by PE Lead and HLTA (AM) have helped teachers to deliver a higher quality provision in PE.          KICK coach has mentored and taught targeted pupils effectively.</p>	<p>Staff attending external CPD could be improved.</p>	<p>opportunities than intended</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.          A broader range of clubs offered during or after the school day</p>	<p>Hockey club          Football club          Tag-Rugby club</p>		

## Review of last year 2023/24

<p>Paralympian visit Beth Tweddle to discuss gymnastics Skipping workshops with World Champion Pete Thompson (£500) SCSSP (£1000)</p> <p>Key indicator 5: Increased participation in competitive sport School attended more sporting</p>	<p>Rugby club Cricket club Running club Gymnastics club (Inspirations) Dance club (Inspirations)</p> <p>Clubs have all run at full capacity and have helped pupils improve their skills and ensured more active minutes during the day. Many of these pupils have gone on to represent the school in competitions.</p> <p>Increased uptake and enjoyment of skipping. Skipping ropes bought for the lunchtimes and playtimes</p> <p>Winning Tag-Rugby plate final and coming second in the Tag</p>	<p>More scope to develop House Sports as this was the first year they have been implemented. No local inter-school competitions that we will look to develop next year.</p>	
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## Review of last year 2023/24

<p>competitions than previous year with more pupils taking part.          (Transport costs £1100) (Cost for staffing at events £1400)          Sports Day more competitive and included all children from FS1 to Year 6.          Intra-School sports competitions. SCSSP (£1000)</p> <p>TOTAL £15600</p>	<p>Rugby Shield Final.</p> <p>Netball A Team progressed to the County Finals.</p> <p>House format for Sports encouraged more competitiveness for all pupils.</p> <p>Introduction of House Table-Tennis competition and house beat the goalie competition.</p> <p>Participation in school clubs has resulted in a higher number of pupils participating in more regular exercise and has meant more competitiveness between pupils.</p>		
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## 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>Enhancing the sporting experiences and progress of pupils across all year groups (£9000)</p> <p>Arranging and running and Inter-House sporting competitions</p> <p>Catch-Up swimming (Myhills) (Cozys)</p> <p>Pop-up swimming pool</p> <p>Sporting visitors (sponsorship)</p> <p>Line-marking machine</p> <p>Football Goals</p>	<p>Girls Football clubs</p>

## 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?
Continue to build numbers for girls football and arrange more competitive fixtures.	

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?