

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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?
<ul style="list-style-type: none"> Supported all children in accessing a range of physical activity. Pupil questionnaires show that over 90% are physically active on a regular basis. Those who are not we have supported through events. Pupil leaders grown in confidence through leading and supporting in sport. 	<p>PE Registers</p> <p>Pupil questionnaires and discussion.</p> <p>Pupil leader's presentations to other children and staff.</p>	<ul style="list-style-type: none"> Could have looked for more opportunities for more whole class activities. Not as many opportunities for KS1 children to attend competitions. 	<ul style="list-style-type: none"> Registers show some of this, particularly when in school or trust led whole class events. Next year look at some virtual (such as quad-kids). Attended multi-sports as a year group but no other big events.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • Continue to grow our sports teams and improve performance through preparation and training. • Review our PE curriculum and align to sporting activities available on the NWLSSP calendar. • Update the registers, ensuring all new children and recently diagnosed SEND children are given a wide range of physical activities opportunities. • Take part in some in house activities to make engagement easier and accessible for all. • Review PE equipment and replace any damaged or missing items. • Aim for at least one competition or activity each half term (either in house or away) • Ensure all children have the chance to take part in a range of physical activities 	<ul style="list-style-type: none"> • Meet early on with sports leaders and children. Use findings to book relevant sports events. • Minor changes implemented on long-term plan, to align to competition calendar. • PE lead to liaise with senior staff and teaching staff. • . Mini Olympics run by sports ambassadors. • PE kit to be checked by a complete clear out of PE shed, checked and repackaged. • Review the NWLSSP offering in Sept and medium/long term competition commitments. • PE Register kept throughout the year to monitor participation.

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?
<ul style="list-style-type: none"> • Improved performance in competitions, due to children being trained and ready to compete. • Long term plan aligned and checked alongside competitions. This allowed children to feel confident to take part, helps to build teams and allows all children to have a go at the sport, widening our net of potential team players. • Identify those children who do not take part in physical activity, either in school or out of school hours and provide opportunities within school. • By having in house activities, teaching staff and sport ambassadors can encourage more children to participate. 	<ul style="list-style-type: none"> • Quarter finals/semi-finals and finals made in some of our selected competitions. Children arriving confident at events, having been prepared. • Registers of children taking part. Conversations with sports leaders. Long term plan. • We have a register of all children taking part in our school planned activities. Student ambassadors collated information, in the form of a pupil survey, gathered information about engagement in sport/physical activity outside of school. • Conversations and observations with teaching staff/sport staff/lunchtime supervisors and sports ambassadors. Sports ambassadors have photos of mini Olympics, ran by them during the summer term.

Expected impact and sustainability will be achieved

- Ensuring all PE equipment is safe and ready to use and having a good range to engage children.
- We have a varied PE curriculum and active school day, including happy lunchtimes. This has helped to deliver the 30 minutes of active time during our lunchtimes.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Our teams have progressed further in competitions and have been more confident. We have had more children wanting to take part. • By following the competition calendar, children will be able to access a range of activities. This will widen the net to get more children involved. • SEND and children with low activity levels have enjoyed taking part in different activities. Whilst initially reluctant to participate, they have left events saying, 'that was the best day ever'. • By entering a range of activities throughout the year, we will be able to engage as many children as possible in KS2. We will continue to plan around the competition calendar next year. 	<ul style="list-style-type: none"> • Evidence of competitions entered through NWLSSP and scores. • Pupil register for sports events and photographs. • Register of all children taking part in sports events, booking evidence and photographs. • Following pupil surveys over 90% of our children are physically active, either in school or due to out of school activities.