

# 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?
<ul style="list-style-type: none"> <li>- After school sports clubs have been possible for the first time since covid and have happened at least 3/4 times per week since the Autumn term</li> <li>- Forest school has happened all year (yr1-6).</li> <li>- Outside agencies have been used to promote sport, physical wellbeing &amp; road safety.</li> <li>- Sports afternoon and sports festivals were</li> </ul>	<ul style="list-style-type: none"> <li>- Continual sign ups via school cloud to after-school sports clubs for a variety of sports. Largest club was full capacity of 20 children.</li> <li>- Monday afternoons have been filled with a year group each term for Forest school.</li> <li>- GetSet and GVTS Schools Sports Partnership has been used to its whole through lesson planning to attending</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to attend more out of school activities. We will be aiming to attend more where possible.</li> <li>- Ensure standards of any external company delivering to allow for high active levels of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation of out of school activities.</li> <li>- Teaching staff being at all events and watching delivery.</li> </ul>

## Review of last year 2023/24

well attended.

various 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
<ol style="list-style-type: none"> <li>1. To ensure all staff are confident and comfortable when assisting/delivering with PE.</li> <li>2. Ensure children know the importance of PE for both in and out of school.</li> <li>3. Continue with use of Sports Leaders to increase the profile of sport across the school.</li> <li>4. Continue to develop lunchtime activities to KS1.</li> <li>5. Increased participation in sports competitions.</li> <li>6. The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</li> </ol> <p>The total PE premium for 24-25 will be £17,379, this amount is split into 2 payments with the first payment being in November and the second payment coming in June/July time.</p>	<ol style="list-style-type: none"> <li>1. 1. Staff questionnaire on how they feel about delivering and/or supporting with PE.</li> <li>2. Pupil perception survey to assist with those delivering.</li> <li>3. Continue with use of Sports Leaders to increase the profile of sport across the school.</li> <li>4. Sports leader training to help deliver lunchtime clubs to KS1 children.</li> <li>5. PE lessons delivered to assist with confidence and understanding of sports and skills needed for competitions. Pupils understand good sportsmanship and then can experience a type of competitive environment.</li> <li>6. Seek equipment to encourage gross motor development, sensory skills etc.</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. Increased confidence of all staff in PE.</li> <li>2. Allow for children to understand individual development in PE. Ensure deliverers know the impact of what they are delivering.</li> <li>3. Increased confidence of Sports leaders and better relationship across the school with pupils, with PE as the tool assisting with this.</li> <li>4. Increased quality and confidence in sports leaders delivering.</li> <li>5. Pupils participating are confident, prepared, have improved physical fitness and wellbeing. Pupils understand good sportsmanship and experience the competitive environment.</li> <li>6. Increased enjoyment during breakfast club and ensuring the high standards of school staff at club. This will ensure attainment of children at club.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff feedback and confidence surveys show increased understanding and comfort in delivering PE lessons. Observations of staff supporting or leading sessions indicate improved knowledge and skill.</li> <li>2. Pupil voice surveys, class discussions, and participation rates in PE lessons, after-school clubs, or external sports activities.</li> <li>3. Sports Leaders actively organise and lead events, and their activities are well-received by other pupils.</li> <li>4. Observations of lunchtime activities, feedback from lunchtime supervisors, and participation counts or attendance records for structured activities.</li> <li>5. Competition attendance records, team sheets, photographs, and reports from events, alongside pupil feedback about their experiences.</li> <li>6. Class activity timetables, and reports from staff or pupils regarding activity levels in breakfast club.</li> </ol>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
TO BE COMPLETED NEXT ACADEMIC YEAR	TO BE COMPLETED NEXT ACADEMIC YEAR