

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"> Clubs-using sports coaches for clubs and subsidizing Use of imoves for PE lessons 	<ul style="list-style-type: none"> Good take-up of sports clubs throughout the year-most at full or almost full capacity From lesson visits, pupil conferencing and other monitoring tasks 	<ul style="list-style-type: none"> One company that we used became unreliable Occasional inconsistencies between lessons-addressed with staff and all guided to correct resources 	<ul style="list-style-type: none"> A few weeks were delayed or cancelled due to this From lesson visits, pupil conferencing and other monitoring tasks

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"> • To create whole school enthusiasm for sport and PE- particularly OAA • To continue to develop staff confidence to deliver a wide range of PE units. 	<ul style="list-style-type: none"> • Whole school trip to Conkers to be organised- this will be subsidized by Sports Premium funding to make it accessible for all children. (£2,200 of funding allocated) • Forest school leader training for newly appointed outdoor leader/Farm manager (1149) • Moves subscription for access to high quality resources and planning. (£1,196.40 annual subscription) • Progressive sports coach – each class to have one half term of lessons (£5,890 annual) • Yoga- weekly sessions for Reception and Year 1 1500 • Davies Sports order (£1984) to ensure that all curriculum units are well equipped

Intended actions for 2024/25

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| <ul style="list-style-type: none">• To ensure that more children have the opportunity to try a new sport (clubs subsidized to ensure minimal cost to parents)

• To increase participation in competitive sport | <ul style="list-style-type: none">• Clubs- Progressive sports to deliver KS1 multi-sports club weekly (part of existing package)• Premier sports to deliver 2x clubs per week (£4020 for the year- money paid by parents needs to be subtracted)

• Football goals (£117) |
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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"> • Whole school enthusiasm to PE/sport and staying active-raising the profile of an active lifestyle and OAA through a whole school trip to Conkers subsidized with Sports premium funding to make it accessible to all • Staff confidence will have increased to deliver a wide range of PE units. The quality of lessons will be the same high standard no matter the sport or unit. • Sustainability- the same wide range of units will be able to be taught for years to come due to increased and newer resources • New outdoor leader will be equipped with the skills and knowledge to lead engaging OAA sessions on the school forest. This will continue for years to come as this staff member intends to stay in the job long term. 	<ul style="list-style-type: none"> • Children and staff will be enthusiastic-this will come across in pupil and staff conferencing. Children will want to do more active outdoors activities/clubs. • Pupil conferencing, staff conferencing and lesson drop in visits • Lesson visits will show that lessons are well resourced and children have access to the correct resources for each lesson. • Looking at planning for outdoor week, visiting forest sessions.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Trip has taken place • Staff are much more confident with the moves units and these are taught with supplemental usage of the exemplar videos- this has been evident in brief lesson visits and in speaking to the children. • Outdoor leader has just been appointed and is booked onto a course commencing sept 2025 	<ul style="list-style-type: none"> • Trip was highly successful, extremely active outdoor day for all children from Reception to Year 6; promoted climbing, teamwork, running, jumping, overcoming fears etc • Pupil conferencing and lesson visits have shown an increase in enthusiasm to PE. The children are accessing a broad PE curriculum covering a wide range of sports • Outdoor leader is ready to start their training and excited for the new knowledge it will bring.