

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>Increase in range of after school clubs available to children – Pupil voice being used to decide which clubs to be offered.</p> <p>Introduction of the lunchtime sports coaching. Children are accessing team sports in a structured way which has enabled development of both sporting and social skills (identified as a barrier post COVID).</p> <p>Sports mentoring (targeted provision) has supported children in engaging in learning in a more active and focused way. Curriculum access is increased and social skills have begun to develop (structured activities)</p> <p>Snowdome for KS1 – children taking part in adventurous activities they would not otherwise have done</p>	<p>Attendance at clubs has increased and the offer is now a club 4 days per week after school. (monitoring of registers and pupil voice)</p> <p>Increased participation in the team sports on the playground at lunchtime (monitoring and pupil voice) Reduction in the number of negative behaviour incidents between children at lunchtimes (behaviour monitoring and tracking)</p> <p>Monitoring of pupils records, books and teacher feedback shows that children are accessing learning more with the provision in place.</p> <p>Feedback from children and parents.</p>	<p>Had planned to access Snow sports coaching for KS2 but this was not able to take place within the academic year. Funding was reallocated to coaching across the phase which had a greater impact on children in the longer term.</p>	<p>Activities were not able to be accessed as planned.</p>

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>Sports coaching for both KS1 and KS2 at lunchtimes to continue with the use of pupil voice to widen the range and scope of the games and activities played.</p> <p>Develop the range of after school clubs targeting in particular Pupil Premium and vulnerable groups for attendance.</p> <p>Develop range of sporting competitions in which children take part through engagement with the sports partnership.</p> <p>Develop sports leadership within school through training and implementation of play leaders on both KS1 and KS2 playgrounds.</p> <p>Sports mentoring for targeted pupil group in KS2.</p>	<p>Junior Leadership Team to be involved in gaining pupil voice from wider school population regarding the activities on offer or planned for both KS1 and 2. Pupil voice to evaluate impact.</p> <p>Pupil and parent voice with target groups as to activities on offer and barriers to attendance at clubs.</p> <p>Miss Finnegan to attend Sports Partnership network meetings and establish timetable for the year for competitions and the training sessions that align with these.</p> <p>Training for all play leaders from PE leader. Timetable of sessions across week on both playgrounds. Monitor range of games, engagement and impact via direct monitoring and pupil voice.</p> <p>Teacher to work with mentor to ensure engagement in curriculum and engagement in physical and active learning is high. Joint planning and monitoring of work of children. Pupil voice and drop in's.</p>

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?
<p>Increased attendance and engagement in clubs from children from vulnerable groups.</p> <p>Increased number of sporting competitions attended by children from across school.</p> <p>Sports leaders to engage children within games on the playgrounds. Sports leaders to be able to train future sports leaders for next year.</p> <p>Increased engagement of children in a range of sporting activities on both KS1 and KS2 playgrounds. Social skills of children improved</p>	<p>Attendance registers</p> <p>Competition entries, pupil voice on attending, photos of and reports of events.</p> <p>Pupil voice, evidence from monitoring of sports leaders.</p> <p>Evidence from monitoring of Sports Coaching on playgrounds, behaviour records.</p>

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?