



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?

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>To improve teacher subject knowledge and confidence to teach PE especially ECT's in school.</p> <p>Provide a wider range of PE and sport to engage more children across school.</p> <p>Provide outside learning opportunities across school through forest school.</p> <p>Increase active minutes in a learning day.</p> <p>Provide opportunities for regulation for all children, but with a specific focus on SEND, through exercise.</p>	<p>Provide CPD relevant to school staff's needs.</p> <p>Invite new providers in for assemblies and then open breakfast clubs – fencing and archery planned. Assess badminton with Year 6.</p> <p>PE lead and forest school lead to work together to ensure active opportunities for the outdoors.</p> <p>Classes to increase engagement in active minutes using muga mile and other classroom breaks to help improve fitness and also engagement in lessons.</p> <p>Work with SEND leads to provide resources to enable all children to access curriculum by using sport and exercise to help to regulate. Create a sensory circuit outside on playground to be used by all children.</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?

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>We have used SSP to support a number of staff in curriculum PE lessons. Staff are more confident in teaching more of the PE curriculum and no longer require as much support. Staff using PE Passport confidently.</p> <p>A variety of after-school clubs, led by staff and SSP have been on offer, reaching all year groups. A variety of before-school clubs, led by outside agencies, have been on offer.</p> <p>Forest School has been embedded into the curriculum.</p> <p>Children are more active during the day.</p>	<p>Staff questionnaire Lesson Observations ECT has led an after-school club.</p> <p>Children from across the school have participated in numerous competitions and festivals. 90 children have attended outside agency clubs. ECT has led an after-school club.</p> <p>Each class has accessed Forest School sessions throughout the year, through curriculum time or as an after-school club (invite).</p> <p>Staff are providing more movement breaks within the school day and are encouraging children to participate. Muga mile, classroom movement breaks Playtime buddy games are being organised and children are encouraged to participate.</p>

Actual impact/sustainability and supporting evidence

Sensory trail/circuit added to KS1 playground.

SEN children access the trail as required.
All children can access the trail during playtimes or active minutes/brain breaks.
Child on SEN register joined a local disability football club.