

# 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>After school clubs</p> <p>Competitions</p> <p>Playground equipment</p> <p>Playground leaders</p> <p>Athlete visit to school</p> <p>Race to Paris Olympic challenge activities for all age groups through outside provider</p> <p>Transition activities aligned to Year 6 curriculum for a term at local secondary school</p>	<p>Well supported by the parents and tailored to children's needs. A broader range of sports offered across the key stages. Links made to competitions so children prepared to take part and enjoy the experience.</p> <p>More active children at playtimes/lunchtime.</p> <p>Leading activities for younger children – good relationships made between age groups. 'Boom Box' to dance at lunchtime enjoyed by children increasing activity.</p> <p>Children engaged in a fitness activity and question/answer time with athlete</p> <p>Engaging for all ages as different sports for different ages – fencing was popular with older children.</p> <p>Children using facilities at secondary school that are not normally available to Primary age.</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>Replenish playground activities/equipment for children to continue being active at break times.</p> <p>Continue to engage with the competitions through the SDASP team</p> <p>Continue the use of a coach for CPD with each member of staff and rota for lunchtime play sessions with each class.</p> <p>Enable 2 lunchtime supervisors to become Play leaders to set up games and oversee the use of the playground leaders.</p> <p>Book bikeability level one for year 5 children and level 2 for year six children plus a learn to ride programme for children unable to ride a bike.</p> <p>Continue to use imoves to provide class based active breaks and for planning for teachers to ensure a range of sports can be delivered.</p>	<p>PE lead to do an inventory, talk to classes about their ideas for games on the playground and order replacements.</p> <p>Enter competitions and ensure children are able to take part by running sports clubs to prepare, booked through the ASP affiliation. <b>Competitions entered, orienteering new competition to school.</b></p> <p>Coach booked through ASP <b>This run in the autumn term, due to staffing issues at ASP was not actioned for rest of academic year. SH sports contracted to cover 3 lunchtimes and 3 after school clubs for the summer term.</b></p> <p>Check training available (usually carried out through ASP as part of affiliation fee) Games printed from imoves lunchtime ideas for active breaks. <b>Training completed</b></p> <p>Book through ASP affiliation Bikeability carried out in October – level 1 for year 5; level 2 for year 6: children not able to ride a bike identified and learn to ride session booked. <b>Bikeability carried out in autumn term – level 2 for year 6 and level 1 for year 5. More children coming to school on bikes – some independently in years 5 and 6.</b></p> <p>Renew subscription. <b>Teachers using the platform for active breaks and yoga.</b></p>

## 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?
<p>Continue to encourage all children to have an active day both during school hours and at home. Teaching of new games to play on playground being familiar</p> <p>Children in year 6 can safely ride bikes to school</p> <p>More after school clubs offering a more diverse opportunity for all children. Some contribution asked for topped up by sports funding</p> <p>Playleaders trained for leading play at lunchtime – also able to support year 6 playleaders.</p> <p>Children taking part in competitions and locally organised football games with other schools, including girls matches.</p>	<p>Questionnaires to find out how the children have enjoyed the range of clubs and activities offered/ ideas for further ideas.</p> <p>Feedback from children ensuring safety covered and confidence after the course. Children riding to school</p> <p>The number of children that attend an after school club Parents willing to contribute to clubs</p> <p>More activities seen on the playground, children more active, behaviour problems reduced.</p> <p>Motivated children to go to training sessions, children enjoying playing.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Sports clubs after school attendance increased – sustainability by introducing a cost towards the club so eventually it can be self-sustaining whilst still topping up for the children that receive pupil premium.</p> <p>More diverse skills and clubs</p>	<p>Number of children asking for places – using an ‘out of the hat’ draw to allocate places.</p> <p>Added a laser tag club and Martial arts after sending out a questionnaire to families about what they and their children would like</p>