

# 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>This has already been done and is on the website</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
<ul style="list-style-type: none"> <li>To continue to prioritise professional development for teaching staff and TA's with particular emphasis on KS1 and EYFS who are in combined class and have additional needs. (Key area 1).</li> <li>Unlimited access to SSP Training Courses (Key area 1).</li> <li>To continue to increase engagement of all pupils in regular physical activity and sport (Key area 2) ensuring 30 – 60 minutes per day of moderate to vigorous activity. Specific focus on engaging those children who are less likely to be active inside and outside of school.</li> <li>To use PE and sport to improve children's engagement and wellbeing and support whole school improvement (Key area 3) by developing transferrable life skills and values. Increased physical well being will enhance learning and behavior and the implementation of sensory and vegetable garden (Living Sport funding) will impact mental well being. Athlete visits will underpin the school values and help build children's social skills.</li> <li>To broaden the sporting experiences of children across the school with particular focus on those children who are less engaged in PE and sport (Key area 4)</li> <li>Increase participation in competitive sport (Key area 5)</li> </ul>	<ul style="list-style-type: none"> <li>Primary PE Specialist to support and work with staff and classes. Additional hours bought through the Sports Partnership to further support Hedgehogs class.</li> <li>Signpost staff to relevant opportunities / courses and disseminate information from any CPD. Attendance at network meetings to keep abreast of latest developments</li> <li>Sign up for, receive training and support with SEND Inclusion through SCSSP. Schedule and deliver Play Leaders training to ensure sustainable playtime support for younger pupils. Improve and make safe lunchtime play areas using funding from Living Sport. Encourage children to engage in lunchtime challenges managed by play leaders and lunchtime staff. Make full use in each class of 5 a day fitness to ensure regular physical activity breaks that will be accessible to all children.</li> <li>Schedule an Active Schools Workshop through the SCSSP to be delivered to teaching and support staff. Courses made available (Living Sport funding) with supply organized to deliver nutritional programmes based around the new garden areas. Organise Sporting Athlete visit through SCSSP .</li> <li>To offer bolt on nontraditional activities to children across the school including SEND inclusion sessions to reach children who have difficulty engaging in all aspects of mainstream PE. Book Yoga for KS1, and Event Day and Sports Stacking Event through the SCSSP.</li> <li>Through SCSSP core offer send teams to a selection of competitive events throughout the year</li> </ul>

## 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?
<ul style="list-style-type: none"> <li>• To ensure that the PE leader has a strategic overview of the strengths and areas for development across the subject through consistent monitoring of lessons. Teachers and support staff will be more competent and confident to deliver effective curriculum PE lessons having worked alongside the PE Specialist and taken part in CPD delivered by SCSSP .PE lead will attend networking event for CPD and Staff will attend relevant CPD to their year groups to improve the standards of PE lessons within school.</li> <li>• Targeted support for inactive/disengaged/less confident pupils will allow them the opportunity to engage in physical activity and develop their mental well-being.</li> <li>• Through Living Sport project children will have raised awareness of physical opportunities in school and will participate in more active play during the day. They will have access to gardening projects that will raise their awareness of healthy eating .</li> <li>• Offering a range of sports/activities through events and competitions will allow the children to be exposed to a variety of different sports, some of which they will be experiencing for the first time.</li> <li>• Intra and inter competitions will be inclusive allowing all the children to access them and enjoy taking part in sports. Inclusive competitions will be offered to children with SEN to enable them to have a positive outlook of PESSPA.</li> </ul>	<p>Lesson observations show pupils receive high quality teaching across the whole curriculum. Children all engaged fully in PE lessons.</p> <p>Curriculum PE assessments will show an increased number of children working at age-related expectations for PE.</p> <p>More disengaged children will take part in school sports activities and will be given the opportunity to attend events run by the SCSSP. Records kept of participants and events attended.</p> <p>Pupil voice and reports from children on the new play area, the healthy eating garden and the sensory garden. New SOW based around healthy eating offered.</p> <p>Pupil voice – what did the children get out of the experiences? Write ups by children following events to be put on school notice boards and shared in newsletters.</p> <p>Children will be enthusiastic to take part in events competitive and non competitive run in school and by the SCSSP. Written/ verbal feedback from the children.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>To complete when submit digital form June to July window – can also add this section onto own website</p>	