

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 year in Physical Education has witnessed several commendable achievements.</p> <ul style="list-style-type: none"> • There has been a significant increase in student attendance at interschool events, reflecting our commitment to fostering participation. • The effective utilisation of insight tracking data has enabled tailored support for our students, enhancing their overall performance. • Additionally, the improvement of Continuing Professional Development (CPD) for staff has positively impacted teaching quality. • The establishment of inter-house competitions has heightened engagement • Our partnerships with the local secondary school have strengthened community ties. • Notably, there has been a marked rise in girls' interest in football, showcasing the effectiveness of our initiatives. 	<ul style="list-style-type: none"> • Pupil Feedback and tracking • Teacher Feedback • Teacher Feedback, plus more confident in saying what they need more CPD in. • Pupil Feedback • Support from Secondary school with sports leaders and transition. • We now have enough up take to join a girls football league next year. 	<p>This term, several areas require improvement.</p> <ul style="list-style-type: none"> • Lunchtime activities need to be enhanced to promote better behaviour among students. • It is imperative that we secure arrangements for hosting home football matches to bolster team spirit and engagement. 	<ul style="list-style-type: none"> • We need to work to train new sports leaders, to engage children. • The right size match Football goals.

Intended actions for 2024/26

3. Raise the Number of Pupils Taking Part in PE

- Broaden the extra-curricular offer to include a wider variety of sports and activities appealing to diverse interests.
- Use pupil voice surveys to identify preferred activities.
- Create lunchtime and after-school clubs with flexible attendance options.
- Address barriers such as kit, transport, or confidence through targeted support.

(£4139.61)

4. Improve Activities Led by Staff Over Lunch and Break to Improve Behaviour and Help Pupils Reach 60 Active Minutes Daily

- Provide training for lunchtime supervisors and staff on organising engaging physical activities and games.
- Introduce accessible equipment.
- Develop a rota of pupil sports leaders to assist and encourage participation.
- Monitor behaviour incidents and activity levels during these times.

(2319.02)

5. Make PE Accessible for All Including Pupils with Disabilities

- Adapt PE curriculum and extra-curricular activities to be inclusive, using differentiated resources and equipment.
- Provide targeted support and intervention sessions for pupils with disabilities.
- Engage with specialist coaches or organisations to support inclusive practice.
- Ensure staff training includes disability awareness and inclusive teaching strategies.
- Equipment to support intra-house events
- Catch up Swimming, to get at least 90% of pupils swimming 25m by the end of KS2 and 100% water safe.

Intended actions for 2024/27

6. Improve Staff Knowledge and Confidence to Teach PE

(2342.78)

- Deliver regular CPD sessions focusing on curriculum knowledge, teaching strategies, and assessment in PE.
- Facilitate peer observations and team teaching with PE specialists.
- Provide access to online resources and external training opportunities.
- Use the Primary PE and Sport Premium funding to bring in expert coaches to co-teach or model lessons.
- Train all staff to the required level for Swimming.

(£3750)

Expected impact and sustainability will be achieved

Sustainability and Next Steps

- Build partnerships with local football clubs for ongoing support and progression routes.
- Review and adapt club timings and content to maintain high engagement.

3. Raise the Number of Pupils Taking Part in PE

Impact

- Target: 85% of pupils participate in at least one PE or physical activity club per term.
- Reduction in pupils reporting lack of interest or barriers to participation by 30%.
- Increased physical activity levels recorded in pupil self-reports and teacher observations.

Sustainability and Next Steps

- Regularly review club offerings and adapt based on participation data and pupil feedback.
- Continue to allocate funding for equipment and resources to maintain variety.

4. Improve Activities Led by Staff Over Lunch and Break to Improve Behaviour and Help Pupils Reach 60 Active Minutes Daily

Impact

- Target: 75% of pupils actively engaged in physical activity during lunch or break.

- Review clubs being lead, introduce handball.
- Focus on reluctant pupils through playtimes.
- Staff feedback following CPD
- Monitor equipment including safety

- Focused groups for active blasts
- Play leaders and sports leaders leading games
- CPD in playground behaviours – staff feedback

Expected impact and sustainability will be achieved

- Reduction in behaviour incidents recorded in playground by 40%.
- Increased pupil reports of enjoyment and opportunities to be active at break/lunch.

Sustainability and Next Steps

- Embed training into staff induction and ongoing professional development.
- Maintain equipment and update activity ideas regularly.
- Continue to develop pupil leadership roles to sustain engagement.

5. Make PE Accessible for All Including Pupils with Disabilities

Impact

- Target: 100% of pupils, including those with disabilities, participate in PE lessons and at least one extracurricular activity.
- Positive feedback from pupils with disabilities and parents regarding accessibility and inclusion.
- Increased confidence and skills demonstrated by pupils with disabilities in PE.

Sustainability and Next Steps

- Maintain inclusive curriculum planning and review adaptations annually.
- Continue staff CPD focused on inclusion.
- Foster links with local disability sports organisations for ongoing support.

6. Improve Staff Knowledge and Confidence to Teach PE

Impact

- Staff feedback
- Increased equipment and resources for all
- No cost for extra curricular clubs

- Staff Feedback from CPD

Expected impact and sustainability will be achieved

- Target: 100% of teaching staff report increased confidence in delivering PE lessons.
- Improved lesson observations with a focus on high-quality PE teaching.
- Increased pupil progress and engagement in PE lessons.

Sustainability and Next Steps

- Establish a PE staff working group to share best practice and resources.
- Embed CPD into the school's professional development calendar.
- Use internal expertise to mentor new or less confident staff.

% of pupils in Year 6 that can swim 25m – 91%

% of pupils in year 6 that can use a range of strokes effectively – 97%

% of pupils in Year 6 that can perform safe self-rescue – 100%

- Lesson observations
- Insight – to track children's progress

Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?

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