

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? |
|---|---|---|--|
| Delivery of curriculum swimming lessons and additional water safety lesson. | Significant improvement in Y6swimming statistics (above 90% for swimming 25m and safe self-rescue). ALL children had opportunity to become more water confident and competent in our swimming impact day. | Delivery of wild tribe lessons and clubs. | All trained staff left the school. This year we will consider a more sustainable way to train staff and deliver this for children. |
| Implementation of playleaders. | KS1 children more active at lunchtimes, with target children (SEND, PP, inactive) engaging too. Behaviour improved significantly. Y5 leaders developed leadership and communication skills. | | |

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>Develop fundamental fine and gross motor skills in EYFS to support children’s physical and academic development.</p> <p>Lay the foundations for children to begin to live lifelong healthy and active lifestyles.</p> <p>Increase opportunities for children to access competition both with themselves and with others.</p> | <p>Resource a range of activities for a fine motor table within the EYFS area. Resource a range of pieces of equipment and resources to develop gross motor skills.</p> <p>Arrange tasting session for children to try explore different, affordable healthier food options that can be shared with parents to make healthier choices.</p> <p>Active travel to school week.</p> <p>Ensure children have access to water throughout the day.</p> <p>Promote and ensure children get 60 active minutes daily through active playtimes supported by playleaders, active brain breaks during transitions of lessons, active learning within lessons.</p> <p>Designated member of staff to take children to competitions and events.</p> <p>Tracking who attends these to make it fair and equal access for</p> |

Intended actions for 2024/26

Encourage enjoyment of PE and physical activity.

everyone.

Self and team competitions in every PE lesson.

Weekly physical challenges for children to do at lunch and break times – winning class gets a prize.

Pupil voice to determine a range of fun but physically demanding warm ups that they enjoy.

Lessons to focus on skill rather than sports to allow children to experience multiple sports within a lesson and to take the fear or dread of some sports away from them.

Upskill teaching staff with how to adapt PE lessons to include and provide opportunities for all children within a PE lesson.

Staff meeting with practical examples.

PE teaching handbook with activities, adaptations, examples and visual resources for teachers to refer back to.

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>Children to make significant progression with fine and gross motor skills. Children develop physical competence which will support them as they progress through school and life both in PE lessons and within the wider school.</p> <p>Children to make healthier choices and encourage parents to support this in their lunch boxes.</p> <p>Positive impact on other curriculum lessons as a result of increased activity throughout the day.</p> <p>Children to have a more positive relationship with physical activity as they have found something they enjoy.</p> | <p>Children to meet EYFS physical learning goals at the end of the year.</p> <p>Fine skills mastered – pencil grip, cutting, doing zip up etc.</p> <p>Gross skills mastered – balance, core strength (sitting up straight for prolonged period).</p> <p>Healthier looking lunchboxes – swapping of chocolate bars for healthier alternatives.</p> <p>Increased focus in lessons and reduced fidgeting.</p> |

Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
|--|-----------------------------------|
| | |