

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?
Significant progress in promoting active travel by focusing on boosting children's confidence and skills in cycling and scootering. Cycling Proficiency: Pupils in Years 5 and 6 participated in cycling proficiency training with the School Sports Partnership (SSP). Year 5 and 6 completed Level 1 training, and Year 6 pupils went on to complete Level 2. These sessions improved road safety awareness, cycling skills, and overall confidence in using bicycles for travel. Scooter Club: Mr Collantine led a successful after-school scooter club for pupils in Years 3 to 6. The club was well-attended and helped children develop better balance, coordination, and road safety awareness. Improve children's core stability and gross motor skills. This was done by implementing core stability and strength and conditioning exercises in PE lessons and interventions during the day.	Increased physical activity levels among participants, using pupil voice. Improved confidence in using bikes and scooters for travel. Encouraged more pupils to consider cycling or scootering to school as a regular mode of transport These initiatives have laid a strong foundation for developing lifelong active travel habits and promoting healthier lifestyles among our pupils. Observations, pupil and teacher voice has helped identify this has went well. It has lead to children sitting better on their chairs, feeling stronger when exercising and they have increased confidence when it comes to performing core stability and strength movements.	Not all teachers are 100% confident at teaching all aspects of PE	Staff self-reviews show there is some areas still need to be developed and some individuals that need additional support via team teaching or other 1:1 support.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
- Develop children's movement skills. - Ensure girls have equal access to football. - Develop teachers' knowledge of the curriculum and how to teach it. - Ensure all children are receiving high-quality PE. - Ensure children are physically active during the school day, reaching 60 minutes of daily exercise.	• RESSP to complete 'Motor Screening' with ALL children in Early Years. • Deliver progressive, skill-focused PE lessons. • Track progress through baseline and end-of-year movement assessments 'Motor screening' • Develop playtimes to create a more stimulating outdoor environment. • Offer girls only after school clubs. • Offer girls only time at lunch to play engage in football, along with allowing time for mixed football games. • Participate in any girls football campaigns. • Deliver girls football specific events for the whole school. • Complete the Self Review tool at the start of the academic year. • Tailoring CPD to meet the needs of staff (courses, 1:1 support). • Staff complete CPD and continue to upskill their knowledge. • Staff to attend the PE conference and Network meetings. • Staff to be monitored and evaluated to ensure teaching is high quality. Children to complete brain break activities. Children to access OPAL to ensure everyone is active at break and lunch. Children to been offered a wide variety of after school clubs.

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?
• Early Years and KS1 children becoming more competent and confident movers. • Sustainability: School staff learning from RESSP staff so they are confident and competent to do it in future years. • Staff feeling more confident and competent when teaching PE. • Children enjoying and more engaged in PE throughout the year. • Staff progressing children in a sequenced manner to ensure they are developing. • Sustainability: Staff confidence and competence to teach PE is sustainable. • Children are more physically active throughout the day. • Children concentrate and focus more in class. • Behaviour levels improve. • Children improve social skills while playing with OPAL • Sustainability: Monitor equipment being used, new equipment purchased which is accessible for future years, staff engage with children at break and lunch. Girls will have increased competence and confidence when participating in football. Girls will have increased motivation to play. Sustainability: Continue to promote girls football and give them opportunities to access it throughout the year. Children's confidence and competence in PE will increase. Children will gain a love for being physical active. Children will be progressing their movement skills and physical literacy. Sustainability: Staff are delivering to high quality.	• Baseline and end of year screening process will give data improvements. • School staff able to see difference in children's physical development. • Staff will share their competence level and what they need to improve on. • Lesson observations and learning walks throughout the year. • Assessment of children in PE. • Track activity levels using MOKI bands and pupil voice. • Teachers feedback on children's concentration and focus in class following brain breaks and break and lunch times. • Pupil voice – how the feel during activity and how the feel after. • Using student voice to express their thoughts and development. • Track how many opportunities girls get chance to participate in girls only football. • Children will enjoy PE expressing this through pupil voice. • Using assessments children will be making progress. • Children will have clear motivation to participate in PE.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
• Early Years and KS1 children are more competent and confident movers. • Sustainability: School staff have learnt from RESSP staff so they are confident and competent to complete own assessments. • Staff feel confident to deliver PE throughout the school and children are receiving high quality PE in each year group. • Children enjoying and more engaged in PE throughout the year. • Staff progressing children in a sequenced manner to ensure they are developing. • Sustainability: Staff confidence and competence to teach PE is sustainable. • Children are more physically active throughout the day. • Children concentrate and focus more in class. Girls enjoy participating in girls football and mixed football. Staff display high quality PE lessons.	• End of year screening display 100% of pupils have improved. Children are more competent at the basic movements. • 100% of staff feel confident and competent to deliver PE. • Children are receiving high quality teaching (based on assessment, observations, pupil and staff voice.) • 100% of children were given the opportunity to be active at break and lunch through the use of OPAL. • 100% of girls enjoyed participating in the girls football events. • Early years staff have seen a significant difference in gross and fine motor skills, supporting sitting, pencil grip and overall improved fundamental movement skills. • 100% of children enjoy participating in PE. • Staff voice shared behaviour in classroom after lunch has improved, due to significant impact OPAL has had.