

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>Swimming for all pupils</p> <p>The new playground equipment and markings</p> <p>PE coaching from specialists</p>	<p>Many had not swum before and the % of pupils reaching the standard by the end of KS2 was high (75%)</p> <p>All pupils have enjoyed being able to use the markings and are being more active in their play. The markings are used regularly in PE sessions as well as during play times.</p> <p>The equipment purchased for active playtimes has resulted in more pupils engaging in activity and working in pairs/ teams</p> <p>Children have acquired skills taught by specialists that have PE/ sports qualifications. This is particularly true for gymnastics. Some pupils have continued this outside school. All pupils are able to perform skills to a competent standard</p>	<p>Boxall profiling for all pupils</p> <p>After School Clubs</p> <p>Hobart sports cluster</p>	<p>Due to staff changes, we were not able to profile every pupil which then impacted on the intervention activities we could implement</p> <p>Clubs were initially well received and well attended but this tailed off over the year due to a lack of variety</p> <p>All events required a member of staff to attend. This was not possible and therefore the pupils were not able to take part</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>To continue with the provision of specialist coaches to support PE skills and the development of outdoor learning/ forest schools.</p> <p>To ensure all Y6 leavers are able to achieve the swimming standard before leaving KS2</p> <p>Boxall profiling for all pupils to ensure identified support for pupils with SENH needs. This will positively impact on mental health and well-being as well as improve behaviours for learning.</p> <p>Enhance PE resources for team games and break time activities</p> <p>Increase the range of after school clubs for pupils across the school</p>	<p>Timetables have been planned to include 2 weekly sessions per class for outdoor learning/ specialist sports coaches. This will include CPD for support staff who will learn alongside the pupils to develop their skills</p> <p>A term of weekly swimming sessions for Y6 pupils to top up their swimming skills</p> <p>Purchase the Boxall Profile resources and allocate time for a member of staff to administer and implement the intervention timetable</p> <p>Replace old stock of balls: footballs, tennis balls, shuttlecocks, foam balls etc Replace football posts (permanent fixture) to ensure the pitch can be used throughout the year.</p> <p>Contact a range of providers and ensure at least one ASC each ½ term.</p>

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>Staff who are able to continue with identified activities and skills- use of the whole school site to promote outdoor learning and sporting activity</p> <ul style="list-style-type: none"> increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities <p>Enhanced activity for pupils during curriculum time as well as after school</p> <ul style="list-style-type: none"> increasing engagement of all pupils in regular physical activity and sporting activities offering a broader and more equal experience of a range of sports and physical activities to all pupils <p>Fostering a love of sport and activity within our pupils- active break times with timetabled activities using 'huf'n'puff' resources</p> <ul style="list-style-type: none"> providing top-up swimming and water safety lessons for those pupils that do not meet national curriculum requirements after they have completed core swimming and water safety lessons fund transport costs to top-up swimming sessions 	<p>Lessons will be delivered by staff alongside coaches and specialist providers, ensuring that provision can be maintained and sustained in future years</p> <p>Feedback from pupils identifies the activities they take part in. Timetables reflect additional allocations of time for sporting activity</p> <p>Records of clubs and activities outside of school hours will reflect a broader range of sports/ activities</p> <p>Pupil voice interviews and school council questionnaire will show increased engagement</p> <p>Pupil swimming assessment showing improved outcomes and % of pupils achieving the swimming standard</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>80% of pupils have left KS2 as competent swimmers achieving the standard.</p> <p>Better than curriculum requirements for Gymnastics skills achieved for all pupils</p> <p>Outdoor learning and interest in forest school skills enhanced- all pupils thoroughly enjoy these sessions and their knowledge and skills have increased.</p> <p>All pupils spend at least 2 hours a week outside.</p> <p>The bird hide and forest schools area, unused since 2026, is now used throughout the year, producing vegetables and engaging children in outdoor activity.</p> <p>Activities for play times are now better organized and the playground is used for structured activities as well as for team games</p>	<p>Photographic evidence of the outside area being used throughout the year- whatever the weather.</p> <p>Increased timetable allocation for sports and outdoor activity.</p> <p>Increased staff engagement in outdoor learning activities and teaching of sports/ PE.</p> <p>Pupil voice feedback about the school and the learning offer.</p>