

PE Funding Evaluation Form

For academic year 2024/25


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>CPD from coaches used during the teachers PE lessons, teachers when they did not have CPD sessions with the coaches were using the scheme – PE Primary Planning' to support their teaching, this has led to staff feeling more confident as reflected in staff questionnaire.</p> <p>Children are enjoying a wider range of sports during their lessons and extra-curricular clubs.</p> <p>There is more uptake for sports competitions and clubs than previous</p>	<p>Staff are happier and providing higher quality lessons in a wider range of areas on the topic overview.</p> <p>Lesson observations show that staff are teaching more skill-based lessons and know the next steps to be taught.</p> <p>Staff are able to assess children more accurately and identify who might need additional support to be successful in lessons.</p> <p>Children are engaging with different and adapted sports at break and lunchtimes both in and outside of the classroom.</p> <p>There are waiting lists for after school clubs and for competitions, we have a reserve team to support.</p>	<p>Swimming – Year 4 went swimming for a course of 6 weeks. By the end of the course, many still did not achieve the goal of 25m.</p> <p>Children did not always receive 60 mins of exercise a day/</p>	<p>Swimming coaches assessed the children at the end of the six-week course, although they had gained confidence in water, they did not manage to swim the distance.</p> <p>Teacher feedback and pupil voice.</p>

Intended actions for 2024/5

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Swimming</p> <p>To ensure that all children are active for 60 minutes a day, giving them opportunities to be active during structured and unstructured times.</p> <p>Encourage staff to run more sporting clubs to prepare children for a broad range of competitions.</p> <p>Observations and pupil voice to continue next academic year to support the progression of the subject.</p> <p>Use the sports grant to provide more sporting equipment that can be used for OPAL.</p> <p>To continue to deliver good + PE lessons</p>	<p>Children to be given the opportunity to be able to swim 25m. 'catch-up' swimming sessions will be given to those who did not meet the 25m in year 5 and 6.</p> <p>OPAL - Develop play opportunities at lunchtime, that encourage the children to be active Lunchtime football club, run by external agencies Brain breaks in class/ yoga Sensory circuits Wet play equipment – dart boards, speed stacking cups</p> <p>External agencies coming in to support with running extra-curricular clubs; basketball, Irish dancing, football and multi-sports. Staff in school to deliver extra-curricular clubs.</p> <p>Curriculum lead and subject lead to carry out observations of P.E lessons. Adapt the curriculum to include subjects that pupils have expressed interest in. Ensure that pupil voice is carried out yearly.</p> <p>Use pupil voice to gain knowledge of what equipment the children would like for OPAL. Meet regularly with play team to ensure that they have enough suitable equipment.</p> <p>Ensure that staff are using Primary P.E Planning to support with delivering lessons with a break down of how to be successful.</p>

Intended actions for 2024/5

Improve staff confidence and ability to teach PE through CPD.

To carry out staff questionnaires to highlight any areas staff are not confident in and provide CPD for these areas where possible.
Utilize staff in areas that they are stronger in.

External agencies to provide CPD to HLTA's, new staff and unqualified teachers.
Teachers to ask for support from P.E lead with areas that are least confident in.

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?
For children to be active for up to 60 minutes a day.	Pupil voice – During a recent survey the children expressed their enjoyment of the new equipment at lunch times linked with OPAL. Teacher feedback – Teachers feel that they are making their lessons more active and are encouraging the children to be active during unstructured times. For year 6, this is done through wicked Wednesdays in term 6 and production. For EYFS and year 1, through the use of discovery time. For year 4, this included active math’s lessons where they were using dartboards and dancing to support their understanding of times tables.
For all3wagz children to reach the target of being able to swim 25 meters by the end of key stage 2.	This target has not been met. Continue to offer top-up swimming lessons to those who need it throughout years 5 & 6.
Encourage staff to run more sporting clubs to prepare children for a broad range of competitions.	A greater number of sporting clubs offered, higher pupil participation rates, improved performance in competitions, and positive feedback from pupils and staff. Tracking club attendance and competition results will help measure progress and sustainability.
Observations and pupil voice to continue next academic year to support the progression of the subject.	We will be expected to have observation records. Future action points should highlight improvements in lessons and extracurricular activities. In the future we should see increased pupil engagement.
Use the sports grant to provide more sporting equipment that can be used for OPAL.	Increased pupil engagement during OPAL sessions daily. We will continue to regularly monitor and carry out audits of equipment which will be used to help assess impact and inform future provision.
To continue to deliver good + PE lessons	Staff surveys and feedback will highlight an increase in confidence and enjoyment of teaching P.E We will continue with CPD to support new members of staff and ECTs.

Expected impact and sustainability will be achieved

We will continue to observe P.E lessons and provide feedback where needed.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>For children to be active for up to 60 minutes a day.</p>	<p>There has been a noticeable increase in daily physical activity levels, with more children engaging in active play, structured PE, and extracurricular opportunities. Initiatives like OPAL, active wet-break times, and sports clubs have supported this goal, helping many children reach the recommended 60 minutes of activity per day.</p> <p>Sustainability is evident through the integration of active routines into the school day, improved attitudes towards physical activity, and staff commitment to promoting movement.</p>
<p>For all children to reach the target of being able to swim 25 meters by the end of key stage 2.</p>	<p>While the target of all children swimming 25 meters by the end of Key Stage 2 has not yet been fully met, progress has been made through increased access to swimming lessons and targeted support for less confident swimmers.</p> <p>To ensure sustainability, the school is reviewing and adapting its swimming provision—such as offering top-up sessions. We will continue tracking children’s progress to ensure children who need the additional support are receiving it.</p>
<p>Encourage staff to run more sporting clubs to prepare children for a broad range of competitions.</p>	<p>There has been an increase in the number and variety of sporting clubs led by staff, resulting in higher student participation. The sustainability of this will be as a result of the ongoing staff enthusiasm and ability in the school timetable.</p>
<p>Observations and pupil voice to continue next academic year to support the progression of the subject.</p>	<p>Sustainability is demonstrated by embedding these practices into the school’s routine, ensuring continuous reflection and improvement.</p>
<p>Use the sports grant to provide more sporting equipment that can be used for OPAL.</p>	<p>The investment of the sports grant has allowed us to provide additional sporting equipment which was requested from the pupils during OPAL sessions. This has led to increased pupil engagement, more active play, and improved social interaction during break times.</p> <p>Sustainability is evident as the equipment is well-maintained and integrated into daily play routines with some staff taking ownership.</p>

Actual impact/sustainability and supporting evidence

To continue to deliver good + PE lessons

Sustainability is supported by ongoing staff development, effective planning, and a shared commitment to maintaining high standards. This ensures that quality PE remains a core part of the curriculum and continues to benefit pupils year after year.