

PE Funding Evaluation Form

Commissioned by



Department
for Education

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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?
<ul style="list-style-type: none"> • Robust staff workshops on Get Set for PE updates • Orienteering embedded within curriculum through CPD • High attendance at local sports competitions • Nutrition expert ran a weekly HEAT club for targeted children • Balance bikes purchased for KS1/SEND use 	<ul style="list-style-type: none"> • Positive staff feedback on GetSet for PE planning and offer progression of skills. • Monitoring of lessons by Coordinator • Qualified through in Athletics Abingdon to Vale, to Oxfordshire Finals in athletics. • Positive pupil/teacher feedback on PSHE values/attitudes following weekly HEAT club • Wider opps for PD in KS1 	2023-2024 percentage of y6 cohort that can swim competently at 76%	8 out of 12 children receiving booster swimming did not achieve. 2 chn are persistently low attenders and 1 child new to the school. 5/8 of the children's parents have never engaged in swimming outside the school offer.

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 ensure all children are participating in as near to 2 hours a week of high-quality PE as possible. High focus and drive on all teachers being confident and to enjoy teaching High Quality Physical Education.</p> <p>Ensure all pupils can access competition in school through regular intra school competition as well as all pupils accessing inter competitions against other schools. See school games offer.</p> <p>To ensure least active pupils (predominantly girls and SEND register) engage in regular physical activity.</p>	<p>Quality of teaching and learning in PE will be developed through bespoke staff training at staff meetings and support for all class teachers particularly for new member of staff.</p> <p>Ensure teachers can access planning and supporting resources. PE resources updated to enable teaching to take place.</p> <p>Implement targeted clubs- basketball & boccia. Annual Parasports day Alternative provision during intra-competition.</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>Increased staff confidence using developed Get Set Knowledge and Skills progression grids. Regular staff meetings to share scheme updates and gain staff voice.</p> <p>More children to attend after school clubs Increased enjoyment levels during intra-competitions.</p> <p>More girls to be active within the school day. Support SEMH rooted difficulties during unstructured times Engage children with Physical needs and or C&I needs in being active.</p>	<p>Monitoring of lessons by PE lead. Discussions and feedback from staff during staff meetings Staff meeting minutes Individual class timetables</p> <p>Club registers Pupil voice Increase in club participation and representing school at events.</p> <p>Girls football/Basketball & boccia registers Attendance at inter-competition Pupils feedback and present in physical activity.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Staff fully trained and confident in Get Set for PE and the Knowledge and Skills progression documents. • High Quality PE delivered after teacher's upskilled by sports specialist skills supporting their lessons and modelling good practice or teaching points. • Children keen/ requesting to join basketball club. • Range of children with SEND needs achieving sports badges. • T.As upskilled and keen to run clubs in subsequent years. (Girls football/cricket/basketball) 	<p>Staff feedback in confidence on knowing pre-skills and next steps for children across PE and sports.</p> <p>Attendance register for Basketball / Boccia clubs</p>