

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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- 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 delivered to support High-Quality PE. Focusing on the main principles of PE, STEP, progression of skills and application in a practical context.</p> <p>Forest School/OAA.</p> <p>Addition support for less active pupils</p> <p>Extensive range of sporting after school clubs have been offered to pupils to engage a wider range of pupils.</p>	<p>Teaching staff and support staff will have improved confidence, skills and knowledge when teaching and supporting PE lessons.</p> <p>Support staff will have improved confidence, skills and knowledge when teaching and supporting OAA,</p> <p>Least active pupils have participated in a range of activities to promote active life styles and the importance of keeping fit.</p> <p>Participation in after school clubs has increased over the year, to include some of our least active pupils. Children have responded well to variety of sports offered.</p>	<p>Engagement of PP children in after school clubs.</p>	<p>Pupil voice.</p> <p>Professional conversations with staff and subject monitoring.</p> <p>CPD Evaluations.</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 work with the Spark Active coach to develop staff confidence, knowledge and skills in the delivery of the PE Curriculum.</p> <p>Least active children to be targeted for weekly lesson and lunchtime extracurricular activities.</p> <p>Children to be offered access to intra competition during curriculum time and lunch times.</p> <p>Offer after school provision and outside providers to broaden experiences of different sports/activities</p>	<p>Team teaching with Sports Coach planned for all staff throughout the year. Whole staff PE CPD to further develop assessment for learning in PE led by Spark Active Primary Curriculum lead.</p> <p>Least active pupils to be targeted across the year to participate a range of sporting activities</p> <p>Work with Sports active coach to develop Intra competition at lunch time and book whole school workshops to support during curriculum time.</p> <p>Broaden the offer of after school clubs.</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>Teaching staff and support staff have improved confidence, skills and knowledge when teaching and supporting PE lessons.</p> <p>Least active pupils are more active.</p> <p>Increased intra competition opportunities offered.</p> <p>More children across the school participate in after school clubs.</p>	<p>Monitoring and feedback to staff.</p> <p>Pupil voice to show children have responded well and the intervention has had a positive impact on activity levels.</p> <p>Intra competition to be developed at lunch time and whole school workshops to support competition during curriculum time.</p> <p>Participation in after school clubs to increase to include some of our least active pupils.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>PE lessons are of good quality and confidence levels have increased in sports they are less familiar with due to coaching/team teach activities.</p> <p>CPD has helped to upskill teachers in the use of assessment for learning during PE lessons, focusing on national curriculum expectations and practical strategies.</p> <p>Least active pupils have been more active and have chosen to participate in after school clubs.</p> <p>Intra competition offered to all year groups, children participated positively and requested more opportunities.</p> <p>Broad offer of sports provided across all after school clubs, pupil voice used to decide on choice.</p>	<p>Monitoring Staff have made more accurate judgments about pupil progress ensuring attainment data for units taught reflect achievements made across all aspects of the PE curriculum. Insights data</p> <p>Pupil voice shows they have responded well and the intervention has had a positive impact on activity levels. Pupils from KS1 and KS2 have been part of the target groups.</p> <p>Intra competition has developed well at lunch time and whole school workshops have supported during curriculum time.</p> <p>Participation in after school clubs has increased to include some of our least active pupils. Children have responded well to variety of sports offered. Pupil voice has enabled the children to choose the focus for clubs and this has improved participation.</p>