PE Funding
Evaluation Form

Department for Education

association for Physical Education

YOUTH SPORT TRUST

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

What went well?	How do you know?	What didn't go well?	How do you know?
Attendance and participation in competitive and non-competitive sporting events	Good attendance at all events. Feedback from pupils and parents	We were unable to secure additional swimming provision for Y5 pupils catch up sessions	Swimming Baths confirmed they were unable to accommodate additional sessions on this occasion
Provision of, and attendance at, a wide range of after school clubs	All clubs were full with waiting lists, parents asking for additional places		
Celebration of sporting participation and achievements	Celebration assemblies, success shared with parents/carers on school comms systems and social media		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Further training to be organised 2024/25 to include new staff.	ECTs and new staff to observe PE Coach and take part in team teaching CPD. Sports & PE Lead to attend North Solihull Sports training. Take up wider opportunities for CPD from NS Sports.
Plan to recruit/appoint lead staff and additional playworkers for lunch and breaktimes	Advertise and appoint Lunch & Breaktime Pastoral Lead, and two playworkers to add capacity to the team during lunch and breaktimes
Additional equipment to be ordered for indoor & outdoor sports and physical play opportunities	Sports Coach to be allocated budget to purchase sports and play equipment to improve physical play opportunities during break and lunchtimes
Plan to reinstate additional swimming lessons next year to Y5 pupils	Book additional swimming lessons and coaches for Y5 pupils for the new academic year.
PE Quality Mark to be considered for 2024/25	PE & Sports Lead alongside Sports Coach to research opportunities for PE Quality Mark.
Continue to celebrate sporting achievements and opportunities for participation across the school	Continue to add to our trophy and photo display in foyer
Continue to celebrate achievements in assemblies	Sporting achievements will continue to be celebrated in assembly, and we will promote school sports and P.E. through whole school assemblies and Year 6 Leavers' Service

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Intended actions for 2024/26

To continue to develop extracurricular opportunities and range of activities across all year groups	Staff will continue to support and lead extra-curricular clubs after school (teaching and non-teaching)
Plans to engage external providers and look for additional enhanced opportunities	Enlisting external businesses, charities, community and other educational settings to support with cultural capital opportunities around sport and fitness

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?
Further training to be organised 24/25 to include new staff. Impact to include: • The quality of PE sessions and sports clubs taught in school is of a good or better standard. • Pupils are achieving expected standard in PE • Positive impact upon confidence of staff to deliver PE lessons	• Quality of PE lessons to be observed as part of school annual monitoring • Pupil assessments will show percentage of children working at the expected standard, their progression in skills as well as gaps to be addressed • Staff questionnaire will show percentage increase in staff confidence to deliver PE lessons
Plan to recruit/appoint lead staff and additional playworkers for lunch and breaktimes. Impact to include: • Children participating in higher number of physical play activities during break and lunchtimes • Behaviour incidents to reduce • Positive interaction between playworkers and other staff and pupils at break and lunchtimes	• Pupil and staff voice – questionnaires • Reduction in playtime and lunchtime incidents – this will be evidenced through the behaviour log
Additional equipment to be ordered for indoor / outdoor sports and physical play opportunities. Impact to include: • Children participating in higher number of physical play activities during break and lunchtimes	• Observations during lunch and playtimes • Reduced behaviour incidents • Evidence of purchasing

Expected impact and sustainability will be achieved

Plan to reinstate additional swimming lessons next year to Y5 pupils Impact – increased % of pupils able to access top-up swimming and water safety lessons.	Increased percentage of Y6 cohort meeting requirements – to be evidenced in 2025/26 data
PE Quality Mark to be considered for 2024/25 Impact – to raise the profile of PE in school and ensure rigour and sustainability in the planning, monitoring and development of PE. Provide a platform for sharing excellence and success. Recognise and celebrate PE practice.	Evidence will be achievement of Quality Mark.
Continue to celebrate sporting achievements and opportunities for participation across the school and in assemblies Impact – raising profile; improved communication with parents.	Updated trophy and display board Sporting achievements communicated to parents via Facebook, newsletter and website regularly Weekly assemblies include sporting achievements
To continue to develop extracurricular opportunities and range of activities across all year groups Impact - A wide range of sporting and outdoor clubs are available for pupils including, football, netball, table tennis, archery plus forest schools, outdoor activities and gardening clubs.	Evidence – online booking system shows all clubs oversubscribed with waiting lists
Plans to engage external providers and look for additional enhanced opportunities Impact – pupils experience broader opportunities to improve career and aspirations	Evidence – external providers' attendance to school assemblies etc. Pupils' attendance at external providers.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
Further training to be organised 24/25 to include new staff Actual Impact: • The quality of PE sessions and sports clubs taught in school is of a good or better standard. • 78% of pupils are achieving expected standard in PE • Positive impact upon confidence of staff to deliver PE lessons	• Quality of PE lessons were observed as part of school annual monitoring – all lessons observed were good or better • Pupil assessments show 78% percentage of children working at the expected standard; 92% of pupils made good or better progress • Staff questionnaire showed 100% of staff felt more confident to deliver PE lessons after receiving CPD
Plan to recruit/appoint lead staff and additional playworkers for lunch and breaktimes **Actual Impact:-** • Children are participating in higher number of physical play activities during break and lunchtimes • Behaviour incidents have reduced • Positive interaction between playworkers and other staff and pupils at break and lunchtimes are consistent	• Pupil and staff voice – questionnaires were very positive with over 90% of respondents advising that physical play has improved • Reduction in playtime and lunchtime incidents – evidenced through the behaviour log • SEMH Advisory Teacher carried out training and follow up visits to observe lunchtimes and reported positive behaviour from pupils and positive interaction with staff • Staff and pupils questionnaires demonstrate over 90% of respondents feel there is a beneficial increase to pupil wellbeing and physical play

Actual impact/sustainability and supporting evidence

Additional equipment to be ordered for indoor / outdoor sports and physical play opportunities **Actual impact:-** • Children are participating in higher number of physical play activities during break and lunchtimes	• Observations of lunch and play show increased use of physical play equipment both indoors and outdoors • Reduced behaviour incidents demonstrated through log • Evidence of purchasing – receipts and invoices show effective use of budget • SEMH Advisory Teacher observed positive use of play activities and use of equipment
Plan to reinstate additional swimming lessons next year to Y5 pupils **Actual impact:-** • By 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, additional opportunities were provided for that year group.	• Swimming lessons were reinstated – evidenced through Y5 attendance. The impact will be demonstrated through increased percentage of Y6 cohort 25/26
PE Quality Mark to be considered for 2024/25 **Actual Impact:-** • Improved PE Lead's knowledge of how to achieve PE Quality Mark	• PE Lead attended meeting regarding this and will consider submitting application in 2025/26 • Evidence will be achievement of Quality Mark.

Actual impact/sustainability and supporting evidence

Continue to celebrate sporting achievements and opportunities for participation across the school and in assemblies **Actual impact:–** • Continuing to raise the profile of sporting achievements • Improved communication with parents	• Updated trophy and display board • Sporting achievements communicated to parents via Facebook, newsletter and website regularly • Weekly assemblies include sporting achievements
To continue to develop extracurricular opportunities and range of activities across all year groups **Actual Impact:-** • A wide range of sporting and outdoor clubs are available for pupils including, football, netball, table tennis, archery plus forest schools, outdoor activities and gardening clubs.	• Evidence – online booking system shows all clubs oversubscribed with waiting lists
Plans to engage external providers and look for additional enhanced opportunities • Actual impact – pupils have experienced a range of opportunities to improve career aspirations	• Evidence – attendance at whole school event from Great Athletes – Olympian Joel Fearon • Warwickshire Cricket Foundation coach supported weekly cricket sessions with years 3 and 5 • Medical Mavericks provided a Workshop in school around health, fitness and our bodies