

# 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?
Installation of an orienteering course to utilize extent of the school grounds. Orienteering training as part of our new orienteering course (Enrich Education). CPD in using the course and maps and adapting the curriculum for pupils with SEND; utilizing the course to actively teach other non-PE curriculum content.	Teachers reported they feel confident using the Enrich website to find content/lesson plans relevant to their pupils' learning needs. Children have been using the course to increase movement during lesson times: more active lessons. We have been able to use the course for extra curricula events such as National School Sports Week and Children in Need.	Weather reduces accessibility to some parts of the course.	Reduced use in winter months.
New equipment ensured children were able to participate in PE lessons effectively. This included sports such as hockey, football and netball. It also helped to create a more active playtime by providing tennis balls and skipping ropes which the children have loved using.	We were able to teach hockey, football and netball lessons more effectively as there was enough equipment for children to not need to share.  An increase in physical activity can be seen every playtime as it is always busy with children skipping or playing ball games.	Wear and tear due to increased use.	Observation and stocktaking.
Launton laps continues to work well as a daily movement break for children Y1-Y6	Children are enthusiastic to go and participate in Launton Laps. Their stamina has increased, which shows		

## Review of last year 2023/24

<p>Attendance at competitions continues to provide children with a range of opportunities for competitive sport.</p> <p>Using Get Set 4 PE as a basis for our curriculum and lesson plans.</p>	<p>in our cross-country results.</p> <p>Each class has reported back how much they enjoyed the competitions and how excited they to go to the next one. They write positive comments in our school newsletter.</p> <p>Lessons are planned at a fast enough pace and can be responsive if children need more practice in a certain area. Teachers find the planning easy to adapt to their cohorts and the needs of individuals.</p> <p>It is an useful tool to store data about attainment and progress.</p> <p>Teachers have reported that the scheme is supportive in teaching the National Curriculum and ensuring progression and coherence in sequencing, whilst finding it easy to adapt when needed. They found their confidence in teaching different units of PE increased.</p>	<p>Staffing can occasionally prevent us from attending more events with NOSSP.</p>	
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## Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>We plan to...</p> <ul style="list-style-type: none"> <li>• Continue to teach well-paced lessons that are skills focused.</li> <li>• To provide children with opportunities to participate in competitive sport.</li> <li>• To provide opportunities for children to play new sports that might engage children over the long term.</li> <li>• To provide mentoring and continued professional development for teachers so they feel confident in teaching a variety of PE units and have secure curriculum knowledge.</li> <li>• Increased physical activities for pupils and to help us continue to be a healthy and active school in which physical literacy has a high profile.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue to use Get Set 4 PE to ensure the curriculum is coherently sequenced and skills, strategies and communication are developed progressively.</li> <li>• We will continue to subscribe to NOSSP to access opportunities for competitive sport.</li> <li>• We will invest in a specialized sports coach/physical literacy lead.</li> <li>• Participation in walk to school week and active travel projects and initiatives.</li> <li>• Introduce and develop Year 5 sports leaders to play games at playtimes and develop leadership skills.</li> <li>• Introduce and embed the Healthy Movers (EYFS) programme.</li> <li>• Introduce personal challenges each term to encourage and challenge children to learn then practice independently, a specific skill.</li> <li>• Continue daily Launton Laps Y1-Y6 (250m per lap round the track building up to a mile a day)</li> <li>• Introduce skipping break for KS2 in the afternoons.</li> </ul>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ul style="list-style-type: none"> <li>• More active playtimes – a greater number of children engaged in leadership, games and skill development, particularly in winter months when the field is less available to play on.</li> <li>• To have positive, fun and skilled playground games for all children (particularly the KS1 children) led by sports leaders.</li> <li>• An ever-increasing percentage of children reaching age related expectations or above.</li> <li>• Maintaining a large percentage of children attending an after-school club at school.</li> <li>• All children to have participated in a variety of sports and activities.</li> <li>• Teachers reporting, they feel confident in teaching the PE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment and progress data.</li> <li>• Register and survey of children playing games with the sports leaders.</li> <li>• Data of children attending clubs.</li> <li>• Children questionnaires.</li> <li>• Questionnaire from staff.</li> <li>• Curriculum planning for each year group.</li> </ul>



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• 55% of KS1 children attended an after-school sports club.</li> <li>• 59% of KS2 children attended an after-school sports club.</li> <li>• 67% of KS1 children participated in games ran by sports leaders.</li> <li>• Year 3 children all participated in a lunchtime club.</li> <li>• 94% of year one children are working at age related expectations.</li> <li>• 95% of year 2 children are working at age related expectation.</li> <li>• 95% of year 3 children are working at age related expectation.</li> <li>• 92% of year 4 children are working at age related expectation.</li> <li>• 73% of year 5 children are working at age related expectations.</li> <li>• 100% of year 6 children are working at age related expectations.</li> <li>• 100% of KS1 and KS2 children participated in competitive sport (either at our school or as part of a NOSSP competition at another venue).</li> <li>• 91% of pupils in year 6 can swim competently, confidently and proficiently over a distance of 25 meters.</li> <li>• 100% of pupils in year 6 can use a range of stokes effectively.</li> <li>• 100% of pupils can perform self-rescue in different water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>• End of year assessments from each year group.</li> <li>• Data from children attending sports clubs.</li> <li>• Register from children participating in playground games with the sports leaders.</li> <li>• Data showing how many children competed in a sport competitively.</li> </ul>