





# PE Funding Evaluation Form

**Commissioned by**

Department for Education

**Created by**

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

# Intended actions for 2024/25

| What are your plans for 2024/25? | How are you going to action and achieve these plans? |
|---|---|
| Intent | Implementation |
| Increase staff confidence in delivering PE across all areas but with a particular focus on areas that have been identified by staff as 'Less confident' these areas include Gymnastics and dance. We would like to seek guidance and clarity to ensure everyone feels safe and confident to deliver. | -External Coaching sessions used via Inset and time given for support staff to be part of that process. |
| Development of sports leaders – Give older children more opportunity to take key roles in driving an active school and particularly playground. | -Sports Leaders training<br>-Equipment and time given to develop rotas and activities.<br>-Tops to identify leaders and give that level of incentive. |
| Development of Forest School to promote active play and well-being. | -Develop equipment<br>-Ensure space is acquired and used sustainably |
| Develop Extra-Curricular provisions to ensure all children have access to additional physical activity. | -Funding afterschool clubs to ensure these are accessible for all<br>-Develop coverage to promote participation and preparation for Cluster events. |
| Achieve Schools Games Marks through work with Partners and SSCO. | -Attending school events, monitoring and targeting children and events to boast participation. |
| Develop Inter school opportunities for mass participation in sport and physical activity. | -Funding transport<br>-Time<br>-Equipment |
| Develop our OAA curriculum to give opportunities that we are unable to provide at school such as watersports and Climbing. | -trips and opportunities<br>-Travel |

# 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? |
|---|---|
| Increased participation in competitive sport<br><br>Broader experience of a range of sports and activities offered to all pupils<br><br>The profile of PE and sport is raised across the school as a tool for whole school improvement<br><br>Engagement of all pupils in regular physical activity<br><br>Increased confidence, knowledge and skills of all staff in teaching PE and sport<br><br>To ensure that all children love being active and want to pursue more opportunities to take part in these activities for the rest of their lives. | - Pupil Voice<br><br>- -Parent Voice<br><br>- Staff Voice<br><br>- School Council and Sports leaders.<br><br>- Data on participation both in extracurricular and sports events.<br><br>- Evidence of children joining clubs outside of school.<br><br>- Achieving recognition through School Games Mark |

# Actual impact/sustainability and supporting evidence

| What **impact/sustainability** have you seen? | What **evidence** do you have? |
|---|---|
| - Developing children's holistic physical and mental well being<br>- Children joining additional clubs<br>- Equipment that will provide better access to events<br>- Staff and student training to ensure a positive experience of PE<br>- Sports Leaders developing a legacy of active children. | - Achieving a 'Silver Award' for the School Games Mark<br>- Pupil Voice<br>- -Parent Voice<br>- Staff Voice<br>- School Council and Sports leaders.<br>- Data on participation both in extracurricular and sports events.<br>- Evidence of children joining clubs outside of school. |