

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?
Platinum School Games Mark retained showing our commitment to supporting and promoting the Active 60	All children have benefited from the support to lead an active lifestyle.	Pupil/ parent voice showed that in Term 3 /4 children were not interested in the sporting after school clubs	Term 3 /4 clubs were not full and have lower number compared to previous years. Questionnaire was used to ask
Children are engaging in a wide range of activities during playtimes and lunchtimes through the use of new equipment, playground leaders and sport coaches.	Children are choosing to be more active during unstructured time	Some children had the perception that the clubs were mostly made up of boys so this put them off.	Within the clubs in Term 1-4 they had a higher % of boys than girls and this was fed back on the parent voice.
Children are able to access all the necessary equipment within their PE lessons to ensure progression within and between lessons	All children have benefited from high quality PE lessons with the use of the correct equipment	Children would like to try new sports that haven't been offered yet	Parent/ pupil voice feedback
Increased numbers of children participating in sport based after school clubs. Introduced new after school sports clubs.	New sports are highly motivating; also ensured greater access and engagement from all children		
Teacher confidence and skills have further developed through carefully planned CPD opportunities and the use of IPEP	All staff benefit for specialist support: high quality teaching and enhancing provision		

Review of last year 2023/24

Subject leader has developed a scheme of work to go alongside our PE curriculum to ensure clear progression and retention of skills Children have been targeted through mental health/ wellbeing needs through sports mentoring Sport personalities delivered assemblies to inspire children We held our third Sporting Awards Evening	Children are showing progress through the year and throughout the school. They are able to transfer skills between different sports. Fitness levels, mental health and resilience are addressed to support individual children Profile of sport is further raised and improvement and participation are recognised and celebrated		
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Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Raise the profile of sport for girls within the school	Check in with SGO (Wendy O'Donnell) to discuss Find out (survey) and break down any barriers girls face (e.g. confidence, thought of being watched, choices of sport) Track girl's engagement in extra-curricular P.E and School Sport (improve inclusivity). Create positive experiences by ensuring physical activity and competition provision is designed to reflect the motivation, competence and confidence of our girls (intra and inter school competitions). High reward, low risk stakes. Create positive experiences to support character development of targeted girls (PP and disadvantaged children). Have time to collate information on a spreadsheet of extra-curricular clubs to see any trends that girls are not attending. Target girls who have not yet participated and note interests in playground games. (If a child likes tag, they will enjoy kabaddi etc).
Develop confidence and subject knowledge of staff across the school	Online survey emailed to staff to understand their needs in Term 1. Plan and implement a staff training session on this and link to iPEP lessons and the equipment we have. Have an opportunity to watch and observe P.E sessions to highlight good practice.

Intended actions for 2024/25

Develop intra-school competition

Are staff confident in delivering PE sessions?
10 free hours of coaching can be used from CSET.

Contact CSET for individualised staff CPD

Progressive to continue going swimming to support teachers attending

Check alignments of coverage on iPEP and the type of activity they are learning.

Ensure skills taught by teachers are transferred into games taught by Progressive.

At the end of each term's learning, classes would compete against each other. Depending on the activity, classes would split into house colours and compete against each other.

This would allow teachers to teach children about sportsmanship (respect and kindness) as well as, healthy competition.

Points from across the year can be added onto sports day points.

Equipment needed for the activity.

Upload information of participation and the event onto our School Games website to support.

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 of girls in sports activities. - Improved confidence, teamwork skills, and physical health among girls. - Cultural shift within the school where sport is equally valued for girls and boys. - Enhanced sense of inclusion and gender equality in extracurricular activities. - Long-term interest in sports participation beyond primary school. - Increased confidence of staff in teaching PE - Improved quality of lessons and more engaging teaching strategies. - Consistent teaching standards across the school. - Ongoing professional development (CPD) sessions embedded in the school calendar. - Increased participation of pupils in competitive sport and activities within the school. - Improved teamwork, resilience, and sportsmanship among pupils. - Enhanced school community spirit through house/team-based competition.	- Tracking the number of girls joining sports teams or clubs. - Monitoring attendance and participation in PE lessons and after-school sports activities. - Conducting student surveys or focus groups to measure attitudes toward sports before and after the initiative. - Recording recognition of girls' sports achievements (e.g., awards, mentions in school newsletters). - Observing increased parental support or attendance at girls' sporting events. - Staff self-assessment surveys measuring confidence levels before and after training. - Lesson observations and learning walks to assess quality of teaching. - Pupil progress data linked to improved subject teaching. - Tracking the number of competitions held and pupil participation rates. - Monitoring house point data or similar systems to ensure engagement across all groups. - Gathering feedback from pupils and staff on enjoyment and perceived benefits.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Have collaborated with CSET to run a group to support and raise the confidence of girls who do not actively participate in PE or clubs Has boosted motivation and engagement among girls who may not see sport as “for them.” Promotes equality and inclusion, which aligns with PE curriculum goals. Improved participation and enjoyment of PE among girls (pupil voice). More inclusive and equitable PE provision. Stronger outcomes in physical health, mental wellbeing, and skill development for girls. Better alignment with national PE and sport priorities, like those in the School Sport and Activity Action Plan (UK). An area of support needed was gymnastics- CSET came in to team teach to build confidence of staff alongside the use of IPEP CSET came in to teach a variety of sports as part of coaching hours for every class. All staff had the appropriate equipment to teach from the ipep scheme At the end of each unit with sports coach there is an opportunity for children to compete in their house colours to develop good sportsmanship	As a result the girls have more confidence and have a better understanding of skills and rules of competitive games. Pupil voice after the sessions showed that they would be more willing to join after school clubs and look at outside clubs to join through the summer, Feedback from staff who participated in the gymnastics CPD said it gave them more confidence in understanding how to deliver from the ipep scheme and vocabulary used. It also re-assured them that they were teaching the unit correctly from the feedback given during the lesson through team teaching elements, Staff feedback shows that iPEP allows staff to follow a progression of skills and allows them to understand the skills being taught through small videos and pictures. Through Endeavour, opportunity to observe PE which demonstrated high quality teaching throughout Year 5. Pupil voice and observations demonstrated children are retaining knowledge and can link skills to sports. Children are showing good progress between year groups and progression of skills applied to intra-house competitions. Pupil voice from across the school is extremely positive and children can recall skills and game rules they have been taught and put into practice.

Actual impact/sustainability and supporting evidence

Enhanced teamwork, coordination, and tactical understanding.

Created a fun atmosphere, increasing enjoyment of PE