

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?
Spending some of the funding on CPD. This supported teacher confidence, knowledge and skills in teaching PE for higher quality teaching and learning.	The staff audit revealed that external consultant support enabled greater staff confidence in PE teaching. Lesson observations also demonstrated the positive benefits of the CPD opportunities.	Pupils' sporting experiences weren't broadened as much as anticipated. Not enough funding was allocated to providing rich, varied experiences within extra-curricular areas.	This was evident from pupil voice feedback and pupil and parent engagement with local clubs in the community, as there has been limited engagement with diverse sports or enrichment activities.

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 broaden sporting experiences for all pupils by introducing a wider range of sports as extra-curricular activities to expose pupils to new experiences.</p> <p>To share wider club opportunities within the local community through whole-school assemblies and Club Market events.</p>	<p>Reassess budget priorities and allocate more funding specifically for extra-curricular activities to ensure a higher proportion is invested in diverse physical experiences. Conduct regular surveys to gather feedback from pupils on what sports or activities they'd like to try and have continued to try outside of school.</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>The intended impact of these initiatives is to increase pupil engagement in physical activity both within school and in the wider community, leading to higher participation rates in extra-curricular sports activities. By offering a broader range of sporting opportunities and actively promoting community club links, all pupils will have greater access to activities that suit their individual interests and needs. As a result, pupils will develop a wide range of physical, social and emotional skills, including teamwork, communication, resilience and a greater self-esteem.</p>	<p>We will measure the success of these initiatives through a variety of methods. This will include tracking the number of pupils participating in extra-curricular activities to increases in engagement over time. We will also gather pupil feedback through surveys, questionnaires and discussions to understand their experiences, interests and perceived benefits from participating. Additionally, we will work closely with external clubs and community organisations to monitor how many pupils choose to continue their sporting journey beyond school as a direct result of their exposure to these activities. This will help us to assess the impact of the initiatives.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>The impact of introducing a wider range of sporting experiences (climbing wall, skateboarding and dance workshops) has been the increased participation in extra-curricular activities. As well as wider engagement from pupils who had previously shown less interest in PE with greater pupil confidence and enjoyment in these alternative sports.</p> <p>Pupils have increased self-esteem and have demonstrated greater teamwork, resilience and enthusiasm during these extra-curricular sessions and during other PE lessons.</p> <p>Pupil feedback indicates that they have enjoyed learning new things and feel more motivated, included and excited to try other new activities.</p>	<p>We have strong partnerships with local clubs and several wish to support future sessions and events, such as our Club Market, in the following academic year. Some clubs have provided subsidised memberships for pupils and discounts helping to reduce barriers for continued participation.</p> <p>Our annual Club Market and assemblies about different local sports have successfully linked pupils with external opportunities and these clubs have reported an increase in sign-ups.</p> <p>Our extracurricular timetable has become a well-established part of the school culture with continued pupil interest and staff support.</p>

Swimming data

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	89 %
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	89 %
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	74 %
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No