

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?
The school purchased many resources to support the teaching of PE. As we were a brand-new school that opened in September 2022, resources were limited. The Sports Premium Budget was used successfully to purchase the resources required in order to teach the curriculum.	Monitoring has confirmed that lessons are well resourced to support the teaching of PE. Children have access to a variety of equipment that instill a love of PE.	The funding was used to pay for a coach to deliver extracurricular sessions, once per week. This one session a week delivered by an expert coach covering a variety of different sports was extremely popular and some children did not get a place.	The spaces filled up very quickly which meant that the club did not have space for all children that were interested in it. As a result in 2024-2025, we ensured that there would be two after school clubs led by expert coaches that all children could participate in.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To provide access to high quality resources during PE and sporting activities to ensure there is access for all.	Purchase of additional PE resources e.g., basket ball hoops, football goals, golf resources, bats, tennis nets etc. and replacement of items that are damaged or broken through use, e.g. balls, hoops, bean bags etc.
To introduce a new range of physical after school clubs to enhance pupil engagement with sport (offering more than in previous year).	To ensure that children can be involved with a variety of different sporting activities. Two after school clubs led by expert coaches to be introduced per week, to ensure all children who want to attend can attend the clubs.
To provide children with the opportunity to lead others and act as a respectful team member (Lunchtime PlayPals).	Children to write applications to become a PlayPal at lunchtime. Children to be chosen (including Disadvantaged Pupils and SEND). Lunchtime supervisors and PlayPals to have CPD for their roles.
Teaching and support staff to engage with training during Professional Development Time to increase confidence in the delivery of teaching PE with a focus on Health and Safety within PE.	All teaching staff and TA's to attend training for with a specific focus on Health and Safety which will further enable the school to provide high quality provision of a wide range of sport and develop staff confidence.

Intended actions for 2024/26

To participate in enrichment days to deliver fun and enjoyable life skills learning directly to pupils. To offer children a variety of physical development experiences by delivering a skateboarding skills enrichment day.	Skateboard Academy to come into school and deliver sessions for KS1.
To purchase playground resources to promote an active lunchtime.	Purchase of additional lunchtime resources that the children have chosen and taken an interest in, such as wobble boards, scooters and helmets, more balls etc.
To purchase a Get Set for PE scheme to ensure the consistent and effective delivery of PE throughout school	To purchase the new scheme and consider the most effective way of implementing the new resource throughout the whole school.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	What impact/sustainability have you seen?
All individuals have access to sufficient resources to be able to engage fully in lesson	Children will be engaged in sport. Evidence gathered from monitoring suggests that all children are making good progress in PE.
Children have the opportunity to be involved in a new range of extracurricular clubs which are run throughout the year. These include archery, golf, football and cheerleading. The children will be able to vote for the club that they wish to participate in.	The clubs have healthy numbers in. Both SEND and Disadvantaged Pupils attend and are actively encouraged to attend. PE Lead carefully monitors the data for who attends.
Children are provided with the opportunity to work with others as part of a team. Children become leaders at a lunchtime and lead other children in play.	Children are provided with the opportunity to work with others as part of a team, taking a leadership role within their play.
Staff will have increased confidence and feel enabled to teach high quality PE lessons.	Staff will continue to have increased confidence. It is important that new members of staff that join the team, have the same CPD training as they join our expanding school.

Expected impact and sustainability will be achieved

Profile of skateboarding will be raised. More children will want to get out/purchase skateboards at home now that they have the confidence and skills to use one.	Children and parents have both commented how much more confident they feel about the use of skateboards. Tapestry posts have revealed that children continue to use skateboards outside of school. Children have been taken to the local skate park in Fradley.
Lunchtimes will be well resourced to enable staff to encourage physically active lunchtimes.	Lunchtimes are well resourced, and children are becoming increasingly active. The purchase of scooters for all year groups to use at lunchtime has promoted children to be further active.
Evidence of the impact of the purchase will come from the monitoring of the subject and the wider curriculum offer the new scheme provides	Monitoring of PE has shown an increase in pupils attainment and the scheme having a positive impact. The scheme was also used to deliver a highly effective sports day.

