



# 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?
Active play was encouraged during break times and lunchtimes. All children had a minimum of 30 minutes of outdoor play during lunchtime and 15 minutes of outdoor play in the morning, with a choice of structured sporting activities, this was supported by the lunchtime teachers and a sports coach on Thursday and Friday lunchtime.	Pupils can talk confidently about the support they have received during unstructured times. We have seen behaviour improve during unstructured times as a result. Monitoring, including observations, shows pupils active during these times.	Some children were overwhelmed by the amount of equipment available during lunchtimes.  Might be beneficial to have year 6 sports leaders to support this.	Parent/pupil feedback.

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Employment of specialist PE coaches to run a lunchtime club twice a week and	All children will have the opportunity to take part in an active lunchtime club at least once a week.
Employment of specialist PE coaches to teach/ demonstrate and offer CPD to staff during PE curriculum across the school.	Deliver and support staff in the delivery of a broad and balanced PE curriculum. Ensure high quality PE provision across the school with a clear progression of skills and application of these skills in different sports and activities. Encourage children to try new sports and activities such as archery.
All children are to take part in relevant educational visits, residential visits, sporting events and specialist lessons.	All children will take part in outdoor residential visits or outdoor day visits. This will encourage children to push themselves outside their comfort zone and participate in sports or physical activities they might not normally do and experience.
Maintenance/ Purchase of Sports Equipment	Maintain equipment and renew or purchase for the

## Intended actions for 2024/26

Participation in local sporting tournaments for KS2 e.g. TAG rugby, basketball and football.

Swimming for Y5/6 pupils in Summer term 2.

Sports leader training for KS2 pupils.

enhancement of PE lessons, lunchtime sports activated and after school clubs. This will give children a greater opportunity to practice or participate if more equipment is available.

This will provide children with the skills to swim competently, confidently and proficiently over a distance of at least 25 metres. The children will be able to use a range of strokes effectively and perform safe self-rescue in different water-based situations by the time they leave KS2.

## 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?
All children receive at least 2 hours of taught PE each week, additional session 1 per week during lunchtimes.	
Improved staff knowledge and skills to lead sessions with better outcomes for all pupils.	<ul style="list-style-type: none"><li>• National Swimming data.</li><li>• Percentage of pupils accessing competitive events.</li><li>• Club attendance breakdown.</li><li>• Pupil, parent and staff voice.</li><li>• Increase in pupil numbers attending clubs.</li><li>• Increase in number of pupils accessing outside sports clubs.</li><li>• Pupil assessment data.</li></ul>
More pupils meet their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	
More pupils are accessing a wider range of sports clubs outside of school.	
The profile and importance of sport and PE is increased across school.	

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?