

# 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?
- Pupil attending sporting provision at afterschool clubs	<ul style="list-style-type: none"> <li>- Participation/confidence, through the clubs being oversubscribed, entering of interschool competitions, pupils feedback.</li> <li>- Pupils using the skills taught in independent play times e.g. dancing at lunchtime, playing football and structuring the games using the techniques and strategies practiced in sessions.</li> <li>- External view on pupils who are displaying the skills and strategies taught in sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Not all targeted pupils attended the groups, but were encouraged to take part in the use during PE sessions and at breaktime.</li> <li>- The range of sporting options- dance, football and multisport. Would like to offer wider range of competitive sports.</li> </ul>	<ul style="list-style-type: none"> <li>- Conversation with parents/carers of pupils who didn't participate in afterschool sessions.</li> <li>- Staffing expertise and funding restraints impact.</li> </ul>
- Pupils leading sport and active sessions during breaktimes.	<ul style="list-style-type: none"> <li>- Pupils are confident with leading small group activities during playtimes and lunchtimes.</li> <li>- The communicate the rules. Model good practice and support the activities with further guidance.</li> <li>- Pupils are keen to try and promote different sporting activities.</li> </ul>	- Resilience of a small group of pupils leading the sessions and no longer wanting to take part.	- No longer wanted to lead- more support, coaching offered.

## Review of last year 2023/25

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?
<ul style="list-style-type: none"> <li>- Healthy schools award- Bronze achieved.</li> <li>- Pupils are more aware of how to keep themselves healthy.</li> </ul>	<ul style="list-style-type: none"> <li>- Healthy schools award- Bronze achieved.</li> <li>- Pupils are more aware of how to keep themselves healthy- displayed through snack choices, activity involvement.</li> <li>- Encouragement in family physical activities.</li> </ul>		
<ul style="list-style-type: none"> <li>- Continued involvement in a range of inter-house competitions.</li> </ul>	<ul style="list-style-type: none"> <li>-Pupils engagement in activities.</li> <li>- Achievements shared and celebrated.</li> </ul>		

## Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><b>Increasing all staff's confidence knowledge and skills in teaching PE and sport</b> Upskill the staff in their knowledge and delivery of OAA</p> <p><b>Increasing engagement of all pupils in regular physical activity and sport</b> To create opportunities for all children to take part in organised whole school events and a wide range of sporting activities.</p> <p><b>Raising the profile of PE and sport across the school to support whole school improvement</b> To continue to be an active school, ensuring pupils understand the importance of leading a healthy lifestyle</p> <p><b>Offer a broader and more equal experience of a range of sports and physical activities for all pupils.</b> To offer a broader range of sporting activities for pupils which are targeted towards chosen interests</p> <p><b>Increase participation in competitive sport</b> To continue to improve the participation of all groups of children taking part in inclusive and competitive sporting events.</p>	<p><b>Increasing all staff's confidence knowledge and skills in teaching PE and sport</b></p> <ul style="list-style-type: none"> <li>- Membership of orienteering programme.</li> <li>- Deliver relevant CPD to staff on orienteering to develop skills and enhance teaching in this area</li> <li>- Attendance of PE lead to Calderdale PE network meet</li> </ul> <p><b>Increasing engagement of all pupils in regular physical activity and sport</b></p> <ul style="list-style-type: none"> <li>- Adjusted timetable to introduce an active break for year 3-6</li> <li>- Additional resources purchased for PE lessons</li> <li>- Additional resources purchased for lunchtime activities</li> </ul> <p><b>Raising the profile of PE and sport across the school to support whole school improvement</b></p> <ul style="list-style-type: none"> <li>- Continue to promote being an active school</li> <li>- Taking part in themed weeks e.g. Sustran Big Walk and Wheel Event</li> <li>- Ensure that children are aware of the importance of a healthy lifestyle and how to achieve this Staff to plan and deliver informative PE learning cafes covering topics such as healthy bodies, healthy minds.</li> </ul> <p><b>Offer a broader and more equal experience of a range of sports and physical activities for all pupils.</b></p> <ul style="list-style-type: none"> <li>- Use of questionnaires to identify interests of pupils</li> <li>- Wider range of clubs offered to include interests identified in the questionnaires</li> <li>- Provide pupils with the opportunity to take part in a wider range of sports</li> <li>- Access to bikeability for year 6 pupils</li> </ul> <p><b>Increase participation in competitive sport</b></p> <ul style="list-style-type: none"> <li>- Continue to enrol of the School Games Programme</li> <li>- Creating a calendar that demonstrates opportunities for all young people</li> <li>- Provide opportunities for all children to take part in both intra and inter competitions</li> <li>- Matches against local schools in football</li> <li>- Participation in sporting events e.g orienteering, cross country, boccia</li> <li>-</li> </ul>

## 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?
<p><b>Increasing all staff's confidence knowledge and skills in teaching PE and sport</b></p> <ul style="list-style-type: none"> <li>- Teachers are increasingly confident in teaching orienteering aspect of PE and as a result pupils' skills are improving</li> <li>-</li> </ul> <p><b>Increasing engagement of all pupils in regular physical activity and sport</b></p> <ul style="list-style-type: none"> <li>- Improved attention and concentration during afternoons</li> <li>- Children to be engaged in a range of activities</li> </ul> <p><b>Raising the profile of PE and sport across the school to support whole school improvement</b></p> <ul style="list-style-type: none"> <li>- Improved attitudes towards PE</li> </ul> <p><b>Offer a broader and more equal experience of a range of sports and physical activities for all pupils.</b></p> <ul style="list-style-type: none"> <li>- Pupils to access bikeability</li> </ul> <p><b>Increase participation in competitive sport</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p><b>Increasing all staff's confidence knowledge and skills in teaching PE and sport</b></p> <ul style="list-style-type: none"> <li>- Teachers are increasingly confident in teaching orienteering aspect of PE and as a result pupils' skills are improving</li> <li>-</li> </ul> <p><b>Increasing engagement of all pupils in regular physical activity and sport</b></p> <ul style="list-style-type: none"> <li>- Improved attention and concentration during afternoons</li> <li>- Children to be engaged in a range of activities</li> </ul> <p><b>Raising the profile of PE and sport across the school to support whole school improvement</b></p> <ul style="list-style-type: none"> <li>- Improved attitudes towards PE</li> <li>- Children to take part in whole school events highlighting the importance of being physically active</li> </ul> <p><b>Offer a broader and more equal experience of a range of sports and physical activities for all pupils.</b></p> <p><b>Increase participation in competitive sport</b></p> <ul style="list-style-type: none"> <li>-</li> </ul>

## Actual impact/sustainability and supporting evidence

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