

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?
Purchase of the new PE scheme 'GetSet4Pe' for all year groups.	Teachers have given positive feedback to the PE leader and they have commented on how their classes are enjoying learning through the scheme. Teachers find the lesson plans and resources useful.	Playtime boxes/ equipment.	The equipment wasn't distributed effectively and consistently.
PE leader delivering CPD for all teaching staff about the new scheme.	Staff were able to navigate the website and PE leader has seen staff using the scheme to support their teaching on a regular basis (every lesson).		

Review of last year 2023/25

PE specialist delivering PE to EY, Y1, Y2 and Y3 with support of the PE leader.	Through observation by the PE leader, the PE specialist delivers lessons outlined by the scheme of work. PE specialist will discuss lessons with the PE leader and discuss equipment that may be needed for the lessons etc.		
FITbeat sessions for KS2 pupils	Pupils enjoy the sessions and they particularly enjoyed performing at the music concert.		

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To purchase effective playtime equipment, using pupil voice. (Pupils will share their thoughts on equipment they would like for playtimes).	Pupils will share their thoughts on equipment with PE leader. Members of the JLT in Year 6 will choose the equipment they would like for playtimes and it will be distributed into playtime boxes. Playtime equipment will also be kept in a shed separate from other PE equipment to avoid confusion.
PE leader will complete lesson observations and pupil/ teacher voice interviews to assess the impact of the GetSet4PE scheme.	PE leader will schedule observations during the school year and speak to pupils in each year groups to gain their thoughts and ideas about PE provision across school.
To organise more intra-school competitions for all pupils.	After pupil voice has been completed, PE leader will use the pupils' ideas about competitions in school to organise some events in the Summer Term. JLT (sports leaders) will support PE leader in organizing and delivering the events.

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?
At breaktimes and lunchtimes, children will be engaged in physical activity using the new playtime equipment purchased. This will increase physical activity levels across school and encourage more children to take part in physical activity. There will be a reduction in behaviour problems at break/lunch times as a result of the children being more engaged. Social skills will be developed as the new equipment will be shared and used in groups or teams. Children will be encouraged to play with their peers or staff on duty. JLT will have a sense of responsibility in their role to ensure the playtime equipment is looked after and distributed in all classes. Children will take part in competitive events (football tournaments/ multi skills events etc). Children will experience competition and develop their team work skills. These skills will transfer to other areas of the curriculum and contribute to	Observations by staff and feedback from pupils. Fewer incidents occurring at lunchtime and breaktime.

Expected impact and sustainability will be achieved

children's early experiences in school.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. Lesson observations have shown that pupils are actively taking part in PE lessons following the new scheme of work. It has provided increased structure for all staff and supports ECTs effectively to deliver good lessons. We will purchase this scheme year on year as our PE scheme of work.	Staff meeting minutes Subject leader monitoring
2. Special needs children are well supported to access whole class sessions where appropriate. High needs pupils often have physical sessions outside of whole class, usually 1-1 with an adult. This may include accessing other areas of school such as outside, hall, library, sensory room and may include movement breaks. This is a model of staffing that we will continue to use during the academic year 2025/26.	SLT monitoring