

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?
<p>Resources for playground e.g. tennis rackets, bean bags</p> <p>Blue benches</p> <p>Top up swimming</p> <p>Attendance at competitions – releasing PE subject lead to attend</p> <p>Artis movement interventions each term with groups of children Key Stage 2</p> <p>MSSP Affiliation fee</p> <p>Sports Day – track lines,</p> <p>CPD for staff and training for ECT staff</p>	<p>Increased playground resources led to more active play and movement during breaks. Blue benches provided designated seating areas. Top-up swimming and competition attendance boosted water confidence and school representation. PE lead release time created more event participation opportunities. Artis movement interventions improved engagement, especially for less active or SEN pupils, with positive teacher feedback. MSSP affiliation allowed access to competitions and lesson resources. Sports day ran smoothly with clear markings and motivated students thanks to reward incentives. CPD for staff increased confidence, leading to better PE delivery and higher student participation.</p>	<p>Artis movement and swimming (top up) impact varied – Some pupils benefited more than others; engagement was inconsistent across different groups.</p> <p>CPD follow-up – Some staff needed additional support after training to implement new skills effectively.</p> <p>Playground equipment storage issues – Some resources were lost or not well maintained, leading to a shorter lifespan for certain items.</p>	<p>Artis movement impact varied – Some teachers noted that engagement levels differed significantly among students, with some less motivated to participate.</p> <p>CPD follow-up – Observations showed that not all teachers implemented new strategies effectively; feedback suggested a need for further guidance.</p> <p>Playground equipment storage issues – Some equipment was misplaced or left out, leading to wear and tear.</p>

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>Playground equipment, basket balls, basketball hoop, netballs & bibs, netball goals</p> <p>After school sports clubs: Basketball (external), Dance (external), Football, Cycling, Netball, Cricket etc</p> <p>Lunchtime sports leaders & equipment</p> <p>MSSP affiliation fee</p> <p>Equipment for PE lessons</p> <p>Top up swimming</p> <p>CPD for all staff – SEND adaptations/active lessons</p> <p>Sports day track and equipment</p> <p>Attendance at competitions – releasing PE subject lead to attend</p>	<p>We're improving PE by auditing playground equipment and making necessary purchases with clear storage plans. The PE lead ran netball and basketball clubs, with strong participation from PP and SEN pupils, and a dance instructor provided structured sessions. Lunchtime sports leaders will be trained to run activities, and MSSP membership will ensure access to competitions. PE resources will be updated as needed, and top-up swimming will help more pupils meet national standards. Sports day will include track marking and incentives, and funding will support the PE lead's attendance at competitions.</p>

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?

We're focused on keeping PE engaging and sustainable. Durable playground equipment will keep kids active during breaks, while after-school clubs will continue to boost confidence and teamwork, especially for PP and SEND pupils. Lunchtime sports leaders will be trained yearly to mentor younger students, making playtimes more structured and fun. MSSP affiliation ensures ongoing competition access, building resilience and teamwork. Regular PE equipment checks will keep lessons high-quality, helping pupils develop key skills. Early top-up swimming support will ensure more children meet national standards and feel confident in the water.

How will you know? What **evidence** do you have or expect to have?

We will measure success through sports mark data, pupil voice, observations. Increased pupil engagement in playground activities, after-school clubs, and structured lunchtime sports will be assessed through attendance logs and pupil voice. MSSP affiliation and competition attendance will be tracked via participation records and reflections. PE equipment impact will be evaluated through lesson observations and teacher feedback, while top-up swimming success will be measured by assessment data and confidence surveys. Staff CPD effectiveness will be assessed through training evaluations and lesson observations. Overall, evidence will include registers, surveys, assessments, and observations to ensure sustained impact and improvement in PE provision.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>We have seen increased engagement in physical activity across the school, with more pupils participating in playground activities, after-school clubs, and competitions. Pupil confidence has grown, particularly among PP and SEN students, as seen in netball and basketball club participation. Sports leaders have successfully facilitated structured lunchtime activities, fostered leadership skills and encouraged more children to be active. Teachers have reported increased confidence in delivering PE lessons, leading to improved lesson quality. Competitions and MSSP events have provided valuable opportunities for pupils to experience competitive sport, boosting resilience and teamwork.</p>	<p>Evidence includes attendance registers for clubs and competitions, showing increased participation rates, particularly among PP and SEN pupils. Pupil voice surveys and feedback indicate improved enjoyment and confidence in sports. Observations during PE lessons and break times confirm higher engagement and structured activity use. Sports leader logs document lunchtime sessions, demonstrating their effectiveness. Swimming assessment data tracks progress in water confidence and skill development. Staff feedback and lesson observations highlight improvements in PE teaching following CPD. Participation records from sports day and competitions further demonstrate the school's commitment to providing diverse sporting opportunities</p>