

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 2024/25.
- 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 2024/25

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?
<p>Increase in range of after school clubs available to children – Pupil voice used to decide which clubs were offered.</p> <p>Lunchtime sports coaching increasing participation in sport. Children accessing team sports in a structured way which has enabled development of both sporting and social skills.</p> <p>Sports mentoring has supported children in engaging in learning in a more active and focused way. Curriculum access is increased and teachers are increasing in confidence.</p> <p>Competitive sports and associated social skills have developed, ensuring high levels of participation at sports day.</p> <p>Sports mentoring has supported children will complex SEND through sensory circuits and physical development.</p>	<p>Attendance at clubs has increased.</p> <p>Increased participation in the team sports on the playground at lunchtime. Reduction in the number of negative behaviour incidents between children at lunchtimes.</p> <p>Pupil voice and teacher feedback shows that children are accessing learning more with the provision in place.</p> <p>Pupil, parental and teacher voice refers to progress made by children socially, enabling them to access competition.</p> <p>Participation in sensory and physical activities supports physical development, including gross and fine motor control.</p>	<p>Plans to attend more competitions had to be cancelled due to staffing issues.</p>	<p>Visit did not take place.</p>

Intended actions for 2025/26

What are your plans for 2025/26 ?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Children engage in physical activity throughout the school day and beyond the school day (after school clubs).</p> <p>Continue to maintain high quality PE teaching and learning through team-teaching and coaching, to increase teacher confidence.</p> <p>Children attend swimming lessons to increase the percentage of pupils leaving year 6 with national requirements.</p> <p>Internal monitoring and adaptation of the PE curriculum to encourage participation in sport and to raise the profile of PE.</p> <p>Offer a broader range of activities to pupils of all ages and abilities</p> <p>Competitive sports opportunities are identified, to increase participation.</p> <p>Develop sports leadership within school through training and implementation of play leaders on both KS1 and KS2 playground</p>	<ul style="list-style-type: none"> - After School Club - Lunchtime Clubs - CPD / Coaching by Beeactive £20,092.96 - Top up swimming lessons £2,000 - 6 hours of internal monitoring by PE Lead £540 - Internal sport competitions in house teams - Participation in sports organized by SGO £200 - Participation in MAT and local competitions £350 - Play leader training and review (Included within BeeActive cost)

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?
<p>Increased attendance / engagement in ASCs from children from all vulnerable groups. Increased engagement in lunchtime activities from children from all vulnerable groups</p> <p>Increased teacher confidence in the delivery of physical education and activities, resulting in improved quality first teaching and outcomes for pupils.</p> <p>Improved outcomes in swimming proficiency at the end of Year 6.</p> <p>Monitoring leads to improved teaching and learning. Monitoring also leads to adaptations to the curriculum to raise participation and access.</p> <p>Children will complex SEND engage in sensory activities and activities to promote physical development.</p> <p>Increased number of sporting competitions attended by children from across school.</p> <p>Sports leaders to engage children within games on the playgrounds. Sports leaders to be able to train future sports leaders for next year. Increased engagement of children in a range of sporting activities on both KS1 and KS2 playgrounds. Social skills of children improved</p>	<p>Attendance registers and vulnerable group analysis. Attendance registers and vulnerable group analysis.</p> <p>Monitoring (lesson observations, learning walks, pupil voice) and teacher voice.</p> <p>Swimming assessments from Stafford Leisure Centre.</p> <p>Monitoring outcomes (lesson observations, learning walks, pupil voice). Curriculum plans.</p> <p>Monitoring (lesson observations, learning walks) and teacher voice.</p> <p>Competition entries, pupil voice on attending, photos of and reports of events.</p> <p>Pupil voice, evidence from monitoring of sports leaders. Evidence from monitoring of Sports Coaching on playgrounds, behaviour records.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Increased attendance/engagement from vulnerable groups at clubs. Social benefits and skill development.</p> <p>Increased participation. Reduction in negative behaviour. Development of social/sporting skills.</p> <p>Increased teacher confidence and quality-first teaching.</p> <p>Improved outcomes in Y6 swimming data.</p> <p>Improved access to learning for SEND pupils. Physical and social development observed.</p>	<p>Club registers, pupil voice, attendance analysis.</p> <p>Behaviour logs, pupil voice, club registers.</p> <p>Teacher feedback, lesson observations, planning scrutiny.</p> <p>Swimming assessments.</p> <p>SEND provision plans, teacher feedback, behaviour records.</p>