



PE Funding Evaluation Form

2024-2025

Commissioned by

Department
for Education

Created by
 Association for
Physical
Education

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SPORT
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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?
<ul style="list-style-type: none"> • Working alongside an experienced PE coach • High quality planning well sequenced from Next Level • More children attended after school clubs • Joining inter school competitions and taking part in after school competitions with other schools: good uptake • Putting money into buying high quality resources for the outdoor areas to be used at playtimes • After school clubs with a physical focus twice weekly 	<ul style="list-style-type: none"> • Increased confidence in knowledge and skills in staff • Children all accessing high quality PE sessions • Data • Children experience a wider range of sports and take part in competitive sports • More children engaging in regular physical activities: specific children targeted • Broader range of sports and activities offered to pupils 		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?	
Intent	Implementation	Costings
<ul style="list-style-type: none"> To provide a new space in the outdoor area where all children (with particular emphasis on SEND) are able to engage in regular physical activity: adapted equipment High quality equipment and resources 	<ul style="list-style-type: none"> Put wet pour flooring down outside to make a new area for all children to be able to access regular physical activity Large bins with resources for each year group set up and staff to support and encourage the use 	£6.239.28
<ul style="list-style-type: none"> To work alongside a qualified PE coach to increase staff confidence in teaching PE 	<ul style="list-style-type: none"> Employ a coach from Next Level to model and team teach outstanding PE lessons 	£15.554.72
<ul style="list-style-type: none"> Joining inter school competitions and taking part in after school competitive sports 	<ul style="list-style-type: none"> Join the GDH Active competition events team and accompany children to these events 	£180.00
<ul style="list-style-type: none"> To encourage life-long healthy lifestyles for all pupils from a young age 	<ul style="list-style-type: none"> Join Coram SCARF for access to planning and a visit from the 'Life Bus' 	£450

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>SEND children to have access to a physical area, matched to their needs and at an appropriate level. Flooring is safe, climbing/jumping/balancing equipment is provided All children have access to high quality equipment to increase participation</p>	<p>To see children with SEND accessing the provision The adapted equipment is fit for purpose and meets the children's needs</p>
<p>Specialist PE coach hired to support staff with CPD by working alongside teachers to model high quality PE sessions. Teachers are supported and mentored to improve their skills and confidence</p>	<p>Increased confidence for all teachers in the teaching of PE, having a positive impact</p>
<p>Children are provided with an increased opportunity to participate in competitive sports</p>	<p>To foster teamwork, sportsman ship and a love of sport Children experience a broader range of sports and activities (data)</p>
<p>Children are taught the importance of a healthy lifestyle from a young age</p>	<p>From F1-Y2, children are explicitly taught the importance of living a healthy lifestyle and can articulate this</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • SEND children have adapted provision to ensure their needs are met in relation to their physical targets. This area is permanent and is used by a range of children. • Resources in school are high quality and children are offered a broad range of sports and activities • PE coach has modelled effective practice, provided on the job CPD and has improved confidence in teachers • A wider group of children have taken part in structured physical activity out of curriculum time • Every year group covers the importance of exercise and living a healthy lifestyle 	<ul style="list-style-type: none"> • SEND children are achieving their targets in relation to PD • They are confidently accessing the adapted resources • Children have experienced a broad range of sports with high quality resources such as tennis, cricket, hurdles and javelin. • There is a sustainable impact as staff confidence and quality of delivery improves long term. Staff feedback confirms increased confidence. • 98.7% of Y1 children attended a school club and 81% Y2 Next Level provided 12 clubs over the year (2 every half term) in addition to 4 inter school competitions out of curriculum time. • Planning evidences that this is being covered in every year group from F1-Y2 and emphasis is put on the importance of living a healthy lifestyle