

# 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>Lunchtime sport sessions and activities provided for all pupils including those who were pupil premium and in specialist provisions. Increased provision for all through the use of CV life, pastoral team and sports coach.</p> <p>All children to feel the pride of being part of a team and representing the school. Various levels of competition, activities and events in order to achieve this including: Develop, participate, Compete.</p> <p>All staff have CPD for on delivering high quality PE lessons – monitoring of PE lessons and external consultant visits show PE to be of a high quality.</p> <p>Additional specialist support (swimming pool) used to widen experience and increase participation (swimming) - children with SEND increased confidence in the water.</p>	<p>We have had more clubs on offer this year including football across KS2, dodgeball, arts and crafts, running, tag rugby, gymnastics, dance, forest school, rounders and yoga. These were both at lunchtimes and after school to ensure children could attend.</p> <p>Dinner time clubs held and activities built into PE lessons for children competing in School Games and Triumph Trust competitions – rowing, archery, athletics.</p> <p>100% of KS 2 children competed in our Triumph Trust sports day at the Butts Arena. 100% of children in EYFS and KS1 took part in Sports Day within school.</p> <p>ERP sessions – children participated in physical and sporting activities.</p> <p>Increased participation in SSG.</p> <p>Continuation of Triumph Trust Cup events/fixtures from Y2-6.</p> <p>Opportunities for children have increased – there has been an increased focus on children</p>	<p>Ensure that this continues into next year with a focus on KS1 clubs and conkers ERP. Uptake seems to be lower for KS1 due to a lesser number of clubs.</p>	<p>Less clubs offered for conkers children, this needs to increase this year.</p>

## Review of last year 2023/25

participating in competitive events and competitions. Events include boccia, archery, dodgeball. Adaptations to competitive events have enabled pupils who feel less confident in PE to take part and have fun in physical activity.

Camping and residential trips were completely inclusive and included outdoor activities, helping pupils to develop their resilience.

Successes have involved winning the Triumph cup for the second consecutive year.

Staff feedback for CPD stated the following:  
80% understand philosophy of Real PE  
70% feel confident teaching but only 50% said they felt this outdoors.

Y6 catch up swimming lessons:  
100% of children are water confident  
86% of children can self rescue  
70% of children can swim 25 metres

Increased confidence of all Young Carers and Enhanced Resource Provision children in water.

Not all staff are feeling confident when teaching PE lessons

The number of children able to swim 25 metres is still low.

30% of staff don't feel confident when teaching PE, 50% when outdoors.  
Funding for Primary PE plus and Real PE CPD needs to continue this academic year.

Is the gap from year 3 swimming to year 6 swimming too long? Do children need more swimming in year 4/5 to close the gap?

## 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>Prioritise swimming and improve swimming data so that more children are able to swim greater distances and are water safe.</p> <p>The profile of PE and sport is raised across the school as a tool for the whole school improvement.</p> <p>Increased participation in competitive sport.</p>	<p>Purchase of "Pop up pool," Continue to run intervention/catch up sessions. Enhance this so that it is across more year groups.</p> <p>Sainsbury's School Games subscription. Continue to offer as many children as possible opportunities to participate in sporting events/competitions that are outside of the PE curriculum. (Including ERP children) Including representing the school and opportunities to attend clubs, both at lunchtime and after school. Continue to promote and develop "Active dinner times," – Train LTS's, use outside agencies to run clubs at dinner time. Continue to subscribe to the Real PE platform and support to develop expertise of new staff in teaching PE and to ensure regular PE CPD os offered for all. Develop dance throughout the curriculum through the use of specialist teachers who can provide CPD for staff.</p> <p>Ensure all KS2 pupils benefit from taking part in a sporting event in a stadium – KS2 Sports Day. Continue to work closely with Alderman's Green Primary school on all Trust Sporting events. Work also with Rugby Free Primary School to develop further opportunities for children to participate in competitive sports across Triumph Learning Trust. Run more able clubs with Alderman's Green to raise standards and performance and give talented children the chance to thrive and shine.</p>

## 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?
Pop up pool a success and enables us to continue to improve our swimming data.	Improved data from assessments in comparison with previous years. Percentages of children who are water safe and can swim at distance improves on 2023-2024 data.
Continued high participation in PE/Sports that are in addition to the curriculum, TLT Events, SSG events, CSA events, clubs and training sessions. All KS2 children have the opportunity to represent school – this increases confidence and enjoyment of PE.	Data from Sainsbury's School Games application and online Health check. Gold Kitemark. Improved attendance at clubs tracked by percentage. More events/competitions entered. Increased success at events. Surveys and questionnaires for children and staff. Data collection and registers.
Children who attend the ERP show an increased confidence and enjoyment in PE.	Surveys and questionnaires for children and staff.
More active dinner times with more confident staff delivering high quality opportunities and provision for all children to be active. More choice for children.	Observe and work alongside dinner staff. Lunchtime staff feedback. Surveys and questionnaires for children and staff. Data collection and registers.
Staff feel more confident to deliver PE lessons, understand the key aspects of the curriculum, the progression in physical and personal skills. Staff have an increased expertise in the teaching of dance.	Staff surveys and questionnaires. Lesson drop ins and deep dive monitoring of PE lessons. Children's feedback and skills demonstrate more challenge in PE.



## Actual impact/sustainability and supporting evidence

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