

# 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?
<ul style="list-style-type: none"> <li>• High quality Physical Education lessons for all year groups take place weekly.</li> <li>• CPD and team teaching for all teaching staff.</li> <li>• Annual sports day event for all Key Stages, giving every child the opportunity to compete. Year 5 and 6 pupils given the opportunity to lead.</li> <li>• Increase in competitive sports played in school clubs since Covid-19 restrictions.</li> <li>• Participation in sport clubs from children with pupil premium increased.</li> <li>• Promotion of sport for pupils with SEND through attending Sports Day.</li> <li>• Pupils were exposed to opportunities that may not be accessible to them outside of school. E.g. visiting</li> </ul>	<ul style="list-style-type: none"> <li>• PE lead monitoring</li> <li>• Pupil Voice showed that all children are accessing, and skills are becoming embedded throughout the school.</li> <li>• Children engaged within a football tournament organised by the Manchester United Foundation.</li> <li>• Specialist equipment to support SEN pupils so they can access PE lessons.</li> <li>• 74% of pupil premium students accessed a club after school.</li> </ul>	<ul style="list-style-type: none"> <li>• P.E lead to access CPD to continue effective subject leadership.</li> <li>• Teachers to continue to be supported in Quality First Teaching of P.E.</li> <li>• Further develop participation and the range of extra-curricular sports clubs, including participation in competitive sports opportunities outside of the school.</li> <li>• Continue to promote girls joining in sport after school clubs and competing as part of a sports team.</li> <li>• Promote PESSPA for all pupils through Sports Leaders.</li> <li>• Develop ways of increasing the physical activity of pupils and their families who are reluctant to exercise – utilising Healthy Schools and Parent Ambassadors to support this.</li> </ul>

## Review of last year 2023/24

sporting grounds (City stadium) and activities such as UV dodgeball and Tri-Golf.

## 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>100% participation within PE lessons so children are receiving the statutory requirements</p> <p>Ensure that an increasing number of pupils in Year 4 learn to swim at least 25m, can use a range of strokes and rescue themselves from the water.</p> <p>Develop the roles of the Student Leadership Team and P.E Ambassadors</p> <p>PE and sport display board to be a permanent display in a populated area of the school (sports hall)</p>	<p>Find out any persistent children who do not bring a PE kit. Purchasing PE kits for these children. Audit swimming kits and pieces of clothing that children are usually short on and provide these where necessary. E.g. swimming hats.</p> <p>Review swimming provision and data for Y4 children each term – top up to be provided for those who may be falling behind. Catch-up plan for children who did not meet swimming national curriculum requirements in Year 4</p> <p>Conduct an application process for P.E Ambassadors to raise sportsmanship and leadership skills. P.E Lead and training for Sports Leaders so they can run lunchtime clubs during the week. PE Ambassadors to lead events at Sports Day. The profile of PE within the school community will be enhanced and participation in lunchtime and after school clubs will increase. Pupils develop their leadership skills and make a direct contribution to raising the profile of sport in school, thus developing their sense of pride for themselves and the school.</p> <p>PE Lead to update the display board regularly – showing the progression of PE throughout the school.</p>

## Intended actions for 2024/25

Develop the PE leader in order to assist teachers with planning/assessment of the PE curriculum

Attend cluster meetings with other PE leads  
Monitor PE lessons are being taught to a high quality



## 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?
<p><b>100% participation within PE lessons so children are receiving the statutory requirements</b></p> <ul style="list-style-type: none"> <li>- Find out any persistent children who do not bring a PE kit.</li> <li>- Purchasing PE kits for these children.</li> <li>- Audit swimming kits and pieces of clothing that children are usually short on and provide these where necessary. E.g. swimming hats.</li> </ul> <p><b>Ensure that an increasing number of pupils in Year 4 learn to swim at least 25m, can use a range of strokes and rescue themselves from the water.</b></p> <ul style="list-style-type: none"> <li>- Review swimming provision and data for Y4 children each term.</li> <li>- Top up to be provided for those who may be falling behind.</li> <li>- Catch-up plan for children who did not meet swimming national curriculum requirements in Year 4.</li> </ul> <p><b>Develop the roles of the Student Leadership Team and P.E Ambassadors</b></p> <ul style="list-style-type: none"> <li>- Conduct an application process for P.E Ambassadors to improve sportsmanship and leadership skills.</li> <li>- P.E Lead and training for Sports Leaders so they can run lunchtime clubs during the week. PE Ambassadors to lead events at Sports Day.</li> <li>- The profile of PE within the school community will be enhanced and participation in lunchtime and after school clubs will increase.</li> <li>- Pupils develop their leadership skills and make a direct contribution to raising the profile of sport in school, thus developing their sense of pride for themselves and the school.</li> </ul>	<ul style="list-style-type: none"> <li>- All children will be engaging in regular physical activity.</li> <li>- Every child will have a PE kit.</li> <li>- Children attending swimming lessons will have the correct equipment every week.</li> <li>- Girls who are attending swimming will have swimming hats.</li> </ul> <ul style="list-style-type: none"> <li>- Swimming statistics show that 70% of children are successfully achieving their 25m.</li> <li>- Children in years 5 and 6 who did not achieve their 25m have the opportunity to attend swimming lessons.</li> </ul> <ul style="list-style-type: none"> <li>- Each year group will have two PE ambassadors to represent their year group.</li> <li>- PE ambassadors are given high-quality training from the PE lead in coaching and organising games/activities for children to engage in during breaktimes/lunchtimes.</li> <li>- PE ambassadors feel confident leading a station activity on sports day to their year group to promote the engagement in sports day.</li> </ul>

## Expected impact and sustainability will be achieved

### **PE and sport display board to be permanent display in a populated area of the school (sports hall)**

- PE Lead to update the display board regularly – showing the progression of PE throughout the school.

### **Develop the PE leader in order to assist teachers with planning/assessment of the PE curriculum**

- Attend cluster meetings with other PE leads
- Monitor PE lessons are being taught to a high quality

- Children will be able to access the PE board to check what they will be participating in every week as well as to promote a love of PE and the different skills.
- Children can observe their own progression through the PE board to see the link of their skills building each year.
- Teachers will feel confident teaching high-quality PE lessons to help children learn, develop and refine their skills.
- PE lead will observe and team teach PE lessons with teachers.
- PE lead will attend meetings as well as engage and share ideas with other PE leads as this will create successful partnership with other schools.



## Actual impact/sustainability and supporting evidence

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