

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

SPENDING BREAKDOWN 2024 -2025

Category	Cost £
CPD	
External CPD	0
Upskilling swimming	0
Internal CPD learning/dev	238.50
Inter school dev	463.90
Online CPD	0
External coaches CPD	0
	£702.40
Internal	
Extra curricular	6595.00
Internal sports competitions	3200.00
Top up swimming	0
Internal active travel	0
Internal equip/resources	1300.00
Internal membership fees	1680.00
Education platforms/resources	0
	£12775
External	
SGO activities	1500.00

School sports competitions	2375.00
External coaching staff	0
	£3875.00
Total	£17,352.40

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?
1) Sports Day 2) Forest School 3) Forest School sessions at Hope Cement Works Forest School Site 4) Gardening club 5) Swimming lessons 6) Residential Trips (Y5/6 a 2-night residential) 7) Activity trip (Y3/4) 8) Cluster events 9) After School fitness fun Club 10) Football Club 11) County Dancing Club 12) Maypole Club	1) Children's feedback, involvement and enthusiasm. 2) Parents / carers feedback and comments. 3) Enormously successful for children in terms of mindfulness and being physically active but also a beautiful environment created has been positive for everyone in school and local community. 4) Year 4 and 3 children now access swimming lessons enabling progress to be monitored and children to access lessons in further years if required. 5) Accessing different sporting activities and using additional resources. Children were involved in a healthy competitive environment 6) Allowed children to access new and different outdoor activities whilst enabling transition activities to be completed.	Gardening opportunities were limited	Not enough staff to facilitate it.

Intended actions for 2025/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> -Deliver high quality PE lessons to all children by staff who are confident and skilled at teaching those lessons. - Have bought into extra level of RDSSP support to have 6 in school delivery sessions to provide CPD opportunities. -Continue to embed the philosophy of active lifestyles throughout the school day -Inclusive, active learning for pupil(s) with SEND and/or behavioural challenges to help improve mental well-being and participation in sports and curriculum learning in general. -Lunchtime staff kept up to date with what equipment there is and how to use so playtimes are fun and safe. They are also encouraged to try and spot those persistently less engaged and feed back so action can be taken. -Record of out of school organised activity updated to help identify those children needing further engagement. -Promote active travel to and from school. -Continue to fund Forest School for the whole school, keep equipment up to date, promote wellbeing and outdoor physical activities for all year groups. Focus on enjoying the awe and wonder of our outdoor learning environment and encompassing curriculum learning and experiences. -Sports events dates are put in the calendar early for all years to maximise participation. -Discuss sporting qualities prior to competitive events -Sports certificates are ready to give out in praise assembly -Continue to participate in cycling events and new offered opportunities, eg gymnastics event. - Residential for Y6 and Y5 -Bikeability -Gardening -Healthy food tasting and making opportunities -Local walking experiences -Attend as many cluster events and RDSSP events as possible 	<ul style="list-style-type: none"> -Staff supported to use Get Set 4 PE and CPD opportunities offered and encouraged. - New staff consulted over what areas of PE they would prefer to teach and offered support. - PE Lead has used these sessions as observation opportunities - At least two afterschool / lunchtime clubs to be sports clubs - Fruit snacks to be encouraged; chocolate, biscuits and crisps to be actively discouraged. -Water only in drink bottles and at lunchtime. -Children engage in growing vegetables/cooking and tasting new healthy foods - Playtime equipment boxes will be kept replenished and kept tidy - Walk/cycle to school week - Continue with Wheelie Wednesday - Hire of pavilion playing field so that a wider range of activities can be offered.

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?
<ul style="list-style-type: none"> -Have staff who are competent and confident teaching PE -Continue to buy into the extra level of RDSSP as the extra sessions are great opportunities. We shared an extra afternoon with Y3/4 from a nearby school and the children had such a great time. The athletics activities were instructive and the social impact was great., The children really teamed up and new friends were made. We must repeat this. -Forest Schools continuing to imbed resilience, creativity, love of outdoors -Maypole sessions that can develop and form a strong bond with the local community -Residentials-having a very positive impact on pupils' confidence, experience of outdoor activities and staying away from home 	<ul style="list-style-type: none"> -Consultations with staff, lesson observations, children's feedback -Pupil and staff feedback -Children's engagement at forest schools and knock on effect at playtimes -Monitor children's progress, assess out of school participation -Staff getting better and knowing what works best and making sure children have the best experience possible. Fantastic pupil/staff/parent feedback for 24/25

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?