PE Funding Evaluation Form







Images courtesy of Youth Sport Trust

Commissioned by

Department for Education

Created by

association for Physical Education

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.

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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?
• Wider range of sports being shared with children through Sport of the Term and OPAL zones. • Use of Scheme of Work and using and adapting this in school to meet the needs of all learners. • Lessons focus on skills and build on transferable skills in different sports • Sports Days / Participation in more sporting events	• New sports linked to events in the world were shared each term. OPAL zone activities matched these • Teacher more confident in delivering lessons (Staff Survey & lesson observations) • Children know learning intentions and talk of skills they are learning (pupil voice / lesson drop ins) • Positive engagement and enjoyment of children / staff / parents	• Teachers able to pick up and correct some misconceptions in lessons • Teachers to make more links between sports and try not be limited to the focus sport of a unit solely • All children to have wider access to more sports in school • Interhouse sports	• Lessons observations & drop ins / Ofsted feedback • Training picked up from CPD course to be shared with the staff to ensure more skill based/cross-sport opportunities are shared • Need to book in and arrange more events to allow all year groups (KS1 in particular) opportunities to access new sports & specialist coaches • Not enough intra-school competition taking place – need to arrange this more frequently

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
• To provide more opportunities for all children to access a wider range of sports.	• To book more opportunities to have different sports coaches / specialists showcasing new sports in school. To share newer sports within Sport of the Term assemblies and allow access to these in OPAL sessions.
• To ensure high quality teaching of skills in all age groups with misconceptions identified and picked up by staff more confidently.	• To support staff in the delivery of PE lesson (Coaching & team teaching) and also provide more knowledge to staff about ways to tackle misconceptions (misconception documents / staff meeting CPD)
• To provide more opportunities for competition both in school and out of school	• To organize and set up more Interhouse competition events with the assistance of play leaders, sports ambassadors and house captains (and raise the profile of these roles again)
• To improve swimming data	• To try and arrange additional top up swimming for Year 6 children who have not yet achieved 25m (dependent on available pool access!)
• To increase physical activity opportunities in school	• To share more ideas about being more physical active throughout other curriculum areas (staff meeting/CPD – based on conference workshops). To book active workshops with different companies to try new opportunities for all ages.

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?
• Children will continue to play and participate in a wider range of sports and use transferable skills across their different PE units.	• Pupil voice will demonstrate children's understanding of this. PE assessments will show their progress with this. Pupils making links between units/sports/skills in lesson will demonstrate this.
• Staff will have a more confident understanding of supporting children in lessons and children will perform to a higher standard and begin to be able to identify their own misconceptions through coaching / self-reflection based on teachers modelling/questioning of this	• Pupil voice will demonstrate children's understanding of this. PE assessments will show their progress with this. Pupils being able to self & peer identify errors will demonstrate this. Lesson drop ins should identify misconceptions being addressed more confidently. Staff survey will identify confidence with this and if further support is necessary.
• All children will have the opportunity to represent the school in events in their time at Even Swindon. Children will want to succeed and have a desire to participate appropriately and fairly	• Children participating in competitions (internal and external) will be tracked to facilitate this. Festivals and competitions will be organised to allow more opportunities for this.
• Children to be confident and safe in and around / water. A higher percentage of children will achieve the recommended 25m distance and be able to perform safe self-rescue	• Swimming data will demonstrate progress with number of children on track and their progress since initial swimming lessons in Year 3. Swimming tracking data will allow us to target focus children in Year 6 to try and have top up swimming sessions.

Actual impact/sustainability and supporting evidence

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