

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?
Staff support for subjects where confidence was lacking.	Staff voice	Dance planning needs further implementation and monitoring	Drop ins/staff voice
Active minutes at lunchtime	Pupil/staff voice	Trialing and using an online planning scheme	Drop ins/staff voice
GDS clubs	Parent feedback/data		
PP clubs	PE Leader feedback and SLT support, when required. Access to inter- school activities	Y5 OAA needs developing to ensure all core areas are covered	Unable to cover this on residential-KW to monitor.
DCCT subscription PE Leader support		Specific groups attending festivals meant some children didn't get access.	Pupil voice/data monitoring
Implementation of gym curriculum with specialist support for UKS2			

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>Increase active minutes by at least 270 for each KS2 child during lunchtimes.</p> <p>Provide engagement through coach led activities in UKS2 to increase pupil engagement and staff confidence.</p> <p>Subscribe to DCCT affiliation for PE Leader support and to access inter school sport activities.</p> <p>Provide 270 minutes free additional coaching for all KS2 GDS children</p> <p>Offer 270 minutes free additional extra curricular opportunities for PP children</p> <p>Offer 270 minutes active play support to our SEND hub</p> <p>Attend festivals and competitions across the school</p> <p>Provide opportunities in KS2 for girls' football</p> <p>Provide UKS2 gym support to support engagement and develop staff competence</p> <p>Provide Y6 dance unit to enrich curriculum and offer for children</p> <p>Resource active play</p> <p>Train and use mini leaders for infant playground</p>	<p>Soccerstars multisport clubs</p> <p>Y5/Y6 Higher Level Coach support</p> <p>Affiliation and attend meets KW</p> <p>Extra curricular after school clubs on a Friday</p> <p>Extra curricular after school clubs on a Friday Lunchtime club in Summer 2</p> <p>Ongoing budget assigned to staff cover and affiliation</p> <p>Attend competitions and provide lunchtime club</p> <p>Use Mickleover Gymnastics during UKS2 lessons to coach staff and children</p> <p>Use Dance beats to enhance Y6 curriculum area/opportunities and promote out of school club. Support staff development</p> <p>Allocated budget and lead</p> <p>Allocated coach to develop and lead</p>

Intended actions for 2024/26

Offer an additional 270 active minutes to KS2 ‘inactive’ children

Develop whole school dance planning and opportunities

Train and support middays in active play

Bikeability Level 1 and 2 for all eligible children

Multisport clubs at lunchtime

Staff meeting PE Lead time External coaches

Training and drop ins

Provide additional funding to source bikes and helmets

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>Increase in active minutes for all children as well as increase profile of PE. Opportunities to engage in new sports –PP all chn Opportunities to develop and extend current skills – GDS all chn Increase in pupil participation</p> <p>PE lessons are more structured, purposeful and progressive across all year groups.</p> <p>Staff now confident in teaching all areas of PE, including dance, gymnastics and games.</p> <p>Pupils benefit from more consistent delivery and assessment of skills.</p>	<p>Increased % of pupils meeting 30 minutes of daily activity target in school. Middays leading active play without external support Structured activities at lunch and break reduce behavioural incidents and increase focus in afternoon lessons. Pupil voice/staff voice/parental feedback Pupils now take pride in their sporting achievements; participation celebrated regularly in assemblies/newsletters. Improved pupil voice and leadership (e.g., sports ambassadors help with whole-school events). Mini leaders – sports days. Regular sport-themed events (e.g., intra-school competitions, sports assemblies) embedded in school calendar. Staff champion roles created to promote sport and activity across the curriculum. PE used as a cross-curricular driver (e.g., sport-themed writing, active maths) to promote engagement across subjects.</p> <p>PE lead has developed and shared bank of schemes and planning across the school.</p> <p>Teachers who received CPD now mentor others or model good practice.</p> <p>Curriculum maps and resources are stored and accessible year-on-year.</p>

Expected impact and sustainability will be achieved

<p>Pupils have accessed a wider range of sports including cheerleading, handball and festival activities.</p> <p>Increased participation from girls and under-represented groups in given activities.</p> <p>Increased number of pupils participating in inter-school and intra-school competitions.</p> <p>Pupils show improved resilience, teamwork and sportsmanship through structured competitive opportunities.</p> <p>Participation logs show a higher number of SEND and disadvantaged pupils now represent the school.</p>	<p>Equipment to be purchased will allow repeated delivery without ongoing cost.</p> <p>Record of achievement</p> <p>Annual competition calendar in place and supported by trained staff and pupil leaders.</p> <p>Mini leaders fully embedded and staffed.</p> <p>Competitions continue to be integrated into school values and reward systems.</p>
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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Increase in active minutes for all children as well as increase profile of PE. Opportunities to engage in new sports –PP all chn Opportunities to develop and extend current skills – GDS all chn Increase in pupil participation</p> <p>PE lessons are more structured, purposeful and progressive across all year groups.</p> <p>Staff now confident in teaching all areas of PE, including dance, gymnastics and games.</p> <p>Pupils benefit from more consistent delivery and assessment of skills.</p>	<p>Increased % of pupils meeting 30 minutes of daily activity target in school. Middays leading active play without external support Structured activities at lunch and break reduce behavioural incidents and increase focus in afternoon lessons. Staff voice/pupil voice. Pupil voice/staff voice/parental feedback Pupils take pride in their sporting achievements; participation celebrated regularly in assemblies/newsletters/display. Improved pupil voice and leadership (e.g., sports ambassadors help with whole-school events). Mini leaders – sports day/midday voice. Regular sport-themed events (e.g., intra-school competitions, sports assemblies) embedded in school calendar and attended. KW champion role to promote sport and activity across the curriculum. PE used as a cross-curricular driver (e.g., sport-themed writing, active maths) to promote engagement across subjects.</p> <p>PE lead has developed and shared bank of schemes and planning across the school. Lesson drop ins and monitoring</p> <p>Teachers who received CPD now mentor others or model good practice. Programme</p> <p>Curriculum maps and resources are stored and accessible year-on-year.</p> <p>School Improvement Plan/Monitoring</p> <p>Equipment purchased will allow repeated delivery without ongoing cost.</p>

Actual impact/sustainability and supporting evidence

Pupils have accessed a wider range of sports including cheerleading, handball and festival activities.

Increased participation from girls and under-represented groups in given activities.

Increased number of pupils participating in inter-school and intra-school competitions.

Pupils show improved resilience, teamwork and sportsmanship through structured competitive opportunities.

Participation logs show a higher number of SEND and disadvantaged pupils now represent the school.

Children in Y5/6 all completed

Annual competition calendar in place and supported by trained staff and pupil leaders.

Mini leaders now fully embedded and staffed on the playground.

Competitions now integrated into school values and reward systems.

More children achieving head/hand objective at the end of the lesson

Participation logs