

# 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 2024/25.
- 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 2024/5

**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>REAL Foundations CPD for the reception staff</p> <p>CPD for Real PE for all staff</p> <p>CPD for staff who are new to the REAL PE curriculum</p> <p>CPD for Playground Activities for all staff</p> <p>CPD for Drumba for all staff</p> <p>CPD for Kimball for all staff</p> | <p>This support has been going on all year with lesson modelled, paired teaching and observations.</p> <p>Staff are more confident in the ethos and the delivery of the REAL PE curriculum as well using the resources effectively.</p> <p>Drumba has been a real success with staff as well as trained children delivering sessions throughout school.</p> <p>The playground has been remodeled with a huge trim trail, static sports equipment and floor markings. The children are really enjoying the new equipment and being more active. As a consequence of being more active, the children are learning how to play with each more positively and there are fewer instances of disagreements.</p>   | <p>Provide a range of playground equipment to encourage active play.</p> | <p>Children actively used the consumable playground equipment but due to poor storage and overuse/misuse new equipment will need to be purchased next year.</p> |
| <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in a range of physical activities.</p>   | <p>Yoga improved the children's core strength and balance and coordination. The activities were inclusive, differentiated and age/stage-appropriate</p> <p>Child to attend a mobile wall-climbing session on the school field.</p> <p>Due to a lack of availability, the school could not provide a wide variety of after school clubs that support all the children throughout the year</p> <p>In small groups, Y5 children went to forest school for half a term each, learning in the outdoors whilst being physically active. The children enthusiastically look forward to their sessions and are keen to talk about what they have done when they get back.</p> <p>Bikeability – safe cycling sessions were provided for Y5&amp;6 as well as extra sessions for non-riders in KS2</p> |  |   |

## Review of last year 2024/5

|  |  |  |  |
|--|--|--|--|
| Enter at last 5 competitions/<br>events organised by LEAD and<br>SOLAR | <p>The children took part in various events and thoroughly enjoyed them, a number of children said it was the highlight of their year:</p> <p>19/11 Y6 This girl can Sports Festival</p> <p>21/11 Y2 Cricket Festival</p> <p>2/12 Y6 Boys Active Sports Festival</p> <p>4/3 Y5 This Girl Can Sports Festival</p> <p>13/3 Y5 Boys Active Sports Festival</p> <p>25/3 Y4 Boys Active Sports Festival</p> <p>1/4 Y4 This Girl Can Sports Festival</p> <p>10/6 Y3/4 Football Tournament</p> <p>24/6 Y5/6 Swim Gala</p> <p>Summer term B - Ice skating (Y2, Y4, Y5, Y6)</p> |  |  |
|--|--|--|--|

## Intended actions for 2025/26

| What are your plans for 2024/25?  | How are you going to action and achieve these plans?   |
|---|--|
| Intent  | Implementation   |
| The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | <p>Provide a range of playground equipment to encourage active play. (£500)</p> <p>Provide training for pupils/staff to run activities</p> <p>Provide coaches to run before school activities to support less active children (£200)</p> <p>Provide safe storage for consumable equipment to improve the equipment's sustainability (£1000)</p> <p>Provide a range of PE equipment that is safe and appropriate for all children throughout school, including equipment to support the children in the indoor athletics competition (£2000)</p>  |
| The profile of PE and sport being raised across the school as a tool for whole school improvement   | Arrange for children to be trained as Junior Sports Leaders who will lead sporting activities during lunch times, playtimes and after school, thus improving leadership skills   |
| Increased confidence, knowledge and skills of all staff in teaching PE and sport  | <p>Provide CPD through REAL PE (£2975):</p> <p>REAL Foundations for the reception staff</p> <p>REAL PE refresher for all staff</p> <p>REAL Play (for children and families)</p>  |
| Broader experience of a range of sports and activities offered to all pupils  | <p>Yoga Coach ensures children are inspired to participate in Yoga activities that are inclusive, differentiated and age/stage-appropriate (£1295)</p> <p>Provide an opportunity for each child to attend a wall-climbing session. (£1400)</p> <p>Provide a wide variety of after school clubs that support all the children throughout the year (£2000)</p> <p>Enable children to go to forest school where they learn in the outdoors (£5000)</p> <p>Extra swimming lessons for Y6 children not achieving 25m and non-swimmers in KS2 (£500)</p> <p>Bikeability – safe cycling sessions (£500)</p> |
| Increased participation in competitive sport  | <p>Hold intra school competitions during lunch time.</p> <p>Enter at last 10 competitions/ events organised by LEAD and SOLAR (£500)</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?  |
|--|---|
| All children undertake at least 30 minutes of physical activity a day in school:<br>The targeted less active children will increasingly take part in physical activities each day.   | Baseline active play by all children, including pupil interviews<br>Monitoring of childrens' activities during play over the year, including pupil interviews.  |
| Junior Sports Leaders successfully lead sporting activities during lunch times, playtimes and after school, thus improving leadership skills. Sustainability will be achieved by the Sports Leaders being involved in the training of the next year's leaders. | Success will be measured by the high number of children taking part in the activities organized by the Sports Leaders. Participation will be monitored.   |
| The staff have increased their confidence, knowledge and skills in teaching PE and sport. This will impact the attainment of the children in their PE lessons and their increased participation in physical activities in playtime and after school.           | Baseline confidence of staff in teaching the REAL PE curriculum.<br>Monitor: <ul style="list-style-type: none"> <li>• Lessons</li> <li>• Attainment of the children</li> <li>• Staff confidence with interviews</li> <li>• Children's participation in physical activities during play and after school clubs.</li> </ul> |
| The intended impact of a broader experience of a range of sports and activities will be that the children will find a particular area of interest and may seek opportunities to take part in clubs outside of school.  | Baseline children taking part in clubs outside of school using questionnaire. Repeat at the end of the year.  |
| All children have taken part in a sports event in school and/or outside of school.   | Record children taking part in sports events throughout the year.   |

## Actual impact/sustainability and supporting evidence

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