

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?
<p>Teachers confidence and skills have developed across a wide range of areas in PE.</p> <p>More inclusive for all competitions for UKS2 children.</p> <p>More children being more active on a daily basis</p> <p>Raising the profile of PE and sport across the school</p>	<p>Teacher survey. Lesson observations</p> <p>Record kept of all children that took part in a competition. Children were able to vote on which competitions they wanted to take part in.</p> <p>Children's survey Wider range of clubs available at lunch time available to all children Record kept of what competitions children take part in Daily k continued in UKS2 on days when no PE is taught</p> <p>Pensford has a very successful year in various competitions which was celebrated via the school social media sites to parents. Reports to governors about this was also sent out.</p>		

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>To be more inclusive, enabling all KS2 children that want to take part in a competition the opportunity (with a focus on UKS2 pupils)</p> <p>Run more lunchtime clubs by Swift Sports PE coach and the UKS2 children</p> <p>Teachers to develop their subject knowledge in a wider range of new sports in the curriculum: badminton, fencing, lacrosse, boccia, curling, orienteering and archery and to become confident in maximising opportunities for pupils with SEND and pushing the gifted and talented at PE.</p> <p>Girls in KS2 to participate more frequently in competitive games at lunchtimes and outside of school</p> <p>FSM children to take part in more after school sports clubs</p>	<p>Children in UKS2 will be able to vote as to which competitions they want to take part in. Enter as many B and C teams as possible in various competitions to allow as many children as possible to take part.</p> <p>Teach (by an outside agency) UKS2 children how to be playground leaders so they have the confidence to run a lunch time club Continue to pay Swift Sports to run a lunch time club</p> <p>Swift Sports to provide CPD on these new sports and how to adapt teaching for pupils with SEND and pushing the gifted and talented at PE.</p> <p>Offer lunch time clubs aimed just at girls. Celebrate the success of the girls' sports teams Advertise to parents and girls sports club outside of school</p> <p>FSM children to receive free after school sports clubs</p>

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>More pupils encouraged to take part in PE and Sport Activities.</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>SEN children able to join in a wider variety of sports more comfortably with the intention of them being able to represent the school in a sporting competition of their choice. G&T children able to be challenged to reach their full potential.</p> <p>More girls meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. More girls taking part in sporting clubs outside of school.</p> <p>FSM children taking part in wider range of sports in school and more pupils encouraged to take part in PE and Sport Activities with the intention of them being able to represent the school in a sporting competition of their choice.</p>	<p>Keep a record of what competitions children would like to take part in as well as what competitions they did take part in.</p> <p>Carry out a pupil survey at the end of the year to identify what clubs children have taken part in and how often they have taken part in them as well</p> <p>Carry out a teacher survey to assess their confidence levels</p> <p>Carry out lesson observations to ensure lessons have been adapted for SEN and gifted and talented children. Keep record what competitions SEN children have taken part in.</p> <p>Keep a record of what competitions and clubs the girls are taking part in. Speak to parents about what clubs are available outside of school and see keep a record of how many girls are taking part in them.</p> <p>Keep a record of what competitions and clubs FSM children are taking part in.</p>

Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?