

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>Expansion of After-School Sports and Activity Clubs:</p> <ul style="list-style-type: none"> • Achievements: <ul style="list-style-type: none"> ○ Increased pupil participation in a variety of sports, such as football, netball, and cricket. ○ Positive feedback from parents, pupils, and staff about the diversity and quality of activities offered. 	<ul style="list-style-type: none"> • Attendance records showing consistent participation across all year groups. • Surveys and informal feedback highlighting pupil enthusiasm and enjoyment of new activities. • Noticeable improvement in teamwork, sportsmanship, and physical fitness among participants. 		
<p>PE Lead's Attendance at Borough PE Leads Meetings:</p> <ul style="list-style-type: none"> • Achievements: <ul style="list-style-type: none"> ○ Improved alignment with borough-wide best practices. ○ Implementation of new initiatives discussed during meetings. 	<ul style="list-style-type: none"> • Meeting minutes and action points shared with staff. • Introduction of new resources or activities stemming from borough collaborations. 		

Review of last year 2023/25

		Limited Engagement During Wet Play Activities: - Lack of suitable indoor resources and structured activities to keep children active during wet play.	<ul style="list-style-type: none"> • Observations of children becoming disengaged or sedentary during wet play sessions. • Feedback from staff highlighting the need for better indoor activity options.
		<ul style="list-style-type: none"> • Resource Constraints for After-School Clubs. • Difficulty maintaining consistent quality due to limited equipment and staffing. • Over-reliance on a few staff members, leading to burnout and potential inconsistencies in delivery 	<p>Feedback from staff about resource shortages.</p> <p>Instances where clubs were temporarily paused or scaled back due to logistical challenges.</p>

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Invest in Wet Play Resources</p> <ol style="list-style-type: none"> 1. To increase opportunities for children to be active during playtimes and lunchtimes by further training Play Leaders for wet and indoor play. 2. To introduce structured wet play activities that keep children engaged and active when outdoor play is not possible. 	<ul style="list-style-type: none"> • Provide training for Play Leaders (older pupils) to promote peer-led activities, such as team games, dance, and cooperative challenges. • Organise a weekly schedule of activities to ensure variety and inclusivity, catering to different skill levels and interests. • Monitor participation and gather feedback from staff and pupils to adapt and improve activities over time. • invest in age-appropriate indoor activity equipment, such as tabletop games, puzzles, fitness cards, and creative movement resources. • Designate indoor activity zones for each class or year group, with rotating activities to maintain interest. • Train staff and Play Leaders to lead and facilitate wet play sessions, ensuring activities are purposeful and inclusive. • Regularly review the success of wet play activities by seeking feedback from staff and children, making adjustments to suit their needs. • Purchase indoor-friendly games and physical activity equipment. • Develop structured wet play plans to keep children engaged and active.
<p>Allocate Additional Resources for After-School Activities:</p> <ol style="list-style-type: none"> 3. To expand and maintain the provision of after-school activities, offering a wide range of clubs to encourage healthy lifestyles and maximize opportunities for children. <ul style="list-style-type: none"> • Hire additional staff or partner with external providers to support clubs. 	<ul style="list-style-type: none"> ○ Continue running popular sports clubs, including football, netball, and cricket, while introducing new clubs based on pupil interests (e.g., dance, yoga, or fitness). ○ Allocate funding for additional resources, such as sports equipment, uniforms, and external coaching staff, to enhance the quality of provision.

Intended actions for 2024/27

<ul style="list-style-type: none"> • Conduct an equipment audit and address any shortages. 	<ul style="list-style-type: none"> ○ Develop a system for tracking club participation to ensure consistent attendance and identify children who might benefit from additional encouragement to join. ○ Create promotional materials (e.g., newsletters, posters, and assembly presentations) to raise awareness of available clubs and inspire pupil involvement.
<p>Enhance Monitoring and Evaluation:</p> <p>4. To involve children in a range of extracurricular sports activities and intra- and inter-school competitions and festivals.</p>	<ul style="list-style-type: none"> • Establish an annual calendar of intra-school sports tournaments and friendly competitions, ensuring each year group has opportunities to participate. • Build strong connections with other local schools to organize inter-school matches and festivals, promoting collaboration and teamwork across the community. • Encourage participation in borough-wide competitions, providing transport and support where needed to maximize attendance. • Celebrate participation and achievements through school assemblies, newsletters, and displays to motivate pupils and build a sense of pride. • Collect regular feedback from pupils, staff, and parents to assess impact. • Use participation data to identify gaps and areas for improvement.
<p>5. To ensure the PE Lead remains updated on best practices and borough-wide initiatives through regular attendance at termly Borough PE Leads meetings</p>	<ul style="list-style-type: none"> • Schedule dedicated time for the PE Lead to attend termly meetings and inset sessions organised by the borough or other professional networks. • Use insights gained from these meetings to introduce new ideas, strategies, and resources into the school's PE curriculum and extracurricular provision. • Share updates and best practices with staff during staff meetings or training days to ensure a cohesive approach across the school. • Document action points from these meetings and evaluate their impact as part of the school's overall PE strategy.
<p>6. To provide consistent and high-quality opportunities for all pupils to participate in extracurricular sports and competitions.</p>	<ul style="list-style-type: none"> ○ Ensure resources and staffing are allocated equitably across all year groups to provide equal access to sports activities and competitions.

Intended actions for 2024/28

- Actively encourage participation from underrepresented groups, such as children with SEND or those who are less confident in sports, by offering tailored opportunities.
- Partner with local sports organisations or community groups to provide specialized coaching or unique experiences for pupils.
- Monitor progress and success through data collection, such as attendance, feedback surveys, and performance in competitions, to inform ongoing improvements.

Expected impact and sustainability will be

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"> Higher levels of physical activity among all pupils, improving fitness, health, and overall well-being. Enhanced social skills such as teamwork, cooperation, and conflict resolution through organised group play. Reduction in behavioural issues during unstructured times, with pupils actively engaged in meaningful activities. <p>Sustainability]</p> <ul style="list-style-type: none"> Training Play Leaders annually ensures the initiative remains cost-effective and peer-led over time. Regularly updating activity plans based on pupil interest maintains enthusiasm and participation. Embedding the role of the PE Specialist LSA in school staffing ensures long-term consistency. 	<ul style="list-style-type: none"> Observational records of increased activity levels and reduced sedentary behaviours during breaks. Staff reports highlight improvements in playground behaviour and pupil engagement. Surveys or pupil voice feedback showing enjoyment and participation in activities.
<p>2. Expansion and Maintenance of After-School Clubs</p> <ul style="list-style-type: none"> Expected Impact: <ul style="list-style-type: none"> Greater pupil involvement in extracurricular activities, encouraging healthier lifestyle choices. Development of new skills and interests in a wider range of physical activities. Increased inclusivity, with children of varying abilities and backgrounds participating in sports. Sustainability: <ul style="list-style-type: none"> Ongoing partnerships with local sports providers or community organisations to enhance expertise and resources. 	<ul style="list-style-type: none"> Participation data from club registers indicating broad engagement across year groups. Feedback from parents and children expressing satisfaction with the variety and quality of clubs Physical and social improvements observed in children who consistently attend clubs.

Expected impact and sustainability will be

- Continual monitoring and adjustments to clubs based on participation data and feedback.
- Regular budgeting for staffing, equipment, and club resources ensures financial sustainability.

3. Participation in Intra- and Inter-School Competitions

Expected Impact:

- Improved school pride and pupil confidence through representation in competitive sports.
- Enhanced teamwork, resilience, and goal-setting skills among participants.
- Broader exposure to different sports and competitive environments, motivating continued participation.

Sustainability:

- Building strong relationships with other schools and borough initiatives ensures regular opportunities for competitions.
- Embedding a culture of sportsmanship and participation through consistent promotion and celebration of successes.
- Providing training opportunities for staff and pupils to maintain competitive readiness.

- Logs of participation in competitions and festivals, including performance results.
- Certificates, awards, and photos showcasing achievements in competitions.
- Pupil reflections or feedback about their experiences in tournaments and festivals.

Actual impact/sustainability and supporting evi-

What impact/sustainability have you seen?	What evidence do you have?
<p>4. Structured Wet Play Activities</p> <ul style="list-style-type: none"> • Expected Impact: <ul style="list-style-type: none"> ○ Continued physical engagement on wet play days, reducing inactivity and restlessness. ○ Improved focus and behaviour in lessons following active wet play sessions. ○ Greater inclusivity, with all pupils having access to enjoyable, structured activities. • Sustainability: <ul style="list-style-type: none"> ○ Investment in durable indoor equipment ensures long-term use. ○ Developing a wet play activity plan that can be reused and refined each year. ○ Training staff and Play Leaders to lead indoor activities ensures continuity and consistency. 	<ul style="list-style-type: none"> • Observations of reduced disruption and better engagement during wet play. • Feedback from pupils and staff on the success and enjoyment of indoor activities. • Logs of the variety of activities available and participation levels.

Actual impact/sustainability and supporting evi-

5. Professional Development Through Borough PE Leads Meetings

- **Expected Impact:**

- Enhanced expertise and up-to-date knowledge of best practices for the PE Lead.
- Implementation of innovative ideas and strategies to improve PE provision across the school.
- Improved staff confidence and capability in delivering high-quality PE and sport activities.

- **Sustainability:**

- Establishing the PE Lead's attendance at borough meetings as a recurring priority in the school calendar.
- Sharing insights from meetings with the wider staff team to build a school-wide approach to physical education.
- Leveraging borough-wide collaborations for resource sharing and mutual support.

- Meeting minutes and action plans implemented following attendance.
- Feedback from staff on new initiatives introduced by the PE Lead.
- Improved outcomes in PE provision, reflected in pupil engagement and performance
- Regular evaluations through surveys, participation data, and staff/pupil feedback.
- Comparisons of physical fitness and engagement levels year-on-year.
- Reports to governors or stakeholders summarizing PE and sport achievements and areas for improvement.