

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



## 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?
Student assessing two hours of Physical Education per week across all year groups consistently	Improved Physical Literacy across all year groups shown by lesson observations	Using funding to support CPD for all staff including PE team	Staff observations, bookings
Further implementation/development of expanded PE curriculum, adding further detail to lessons including scaffolding and lesson adaptations	Staff confidence increased in terms of lesson delivery in expanded curriculum - surveys during weekly meetings	Pupil voice/pupil feedback on the PE curriculum as a whole to gauge the impact	Pupil voice data  Pupil feedback and staff reflections
Implementation of year 6 swimming assessment as part of extended provision	Improved swimming data as pupils have been assessed at the correct time	Increased in organised activities at lunch times for pupils	
Development of an Enrichment Club over the school year	Increased pupil participation and demand over the year		

## 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>Increased CPD for PE team teachers – Timetabled and dedicated PE CPD in targeted areas to increase confidence and competence</p> <p>Improve overall knowledge around health and fitness and implement structured sessions at lunchtimes specially designed to improve cardiovascular fitness</p> <p>Improve lunchtime staff CPD to introduce a wider range of physical lunchtime activities for pupils</p> <p>To expand the enrichment sessions to target groups of less-active pupils raising confidence and motivation to be engaged in physical activity</p> <p>Improve equipment available to pupils for lessons and extra-curricular activities</p> <p>To expand on the number of intra/inter school events at Bourton Meadow and the Campfire Trust</p>	<p>Organising CPD in targeted areas</p> <p>Structure new fitness lessons to include this, increase/develop PE team led Lunch sessions to include fun runs and fitness circuit training. Keep the focus on fitness linked to fun</p> <p>PE led CPD to Teaching assistants on a wide variety of easily implemented sports/activities</p> <p>Identify pupil using data analysis. Plan staff provision and allocate funding to support</p> <p>Identify equipment that requires replacement and equipment for use with new sessions and extra-curricular sessions</p> <p>Allocate time to organise events by PE team lead. Staffing for event organisation and implementation</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?
<p>Increased staff confidence in PE delivery and in turn, improved sessions throughout the school for pupils - Key Indicator 3 – The CPD will allow staff to assess new resources and implement them effectively</p>	<p>Quality Assurance exercises, staff feedback and pupil voice</p>
<p>Increase the provision at lunchtimes and introduce more variety for Sport based After School Clubs – Key Indicator 2 – Increasing the engagement for all pupils in regular physical activity</p>	<p>Feedback from pupils and staff surveys that show more pupils are meeting their daily activity goal (60 minutes of activity per day). Review conducted by PE lead and Staff/Pupil Voice. Collect lunchtime participation data and introduce a rewards system that can be distributed during celebration assemblies</p>
<p>Less active pupils more motivated to engage in physical activity and increase their overall confidence and happiness in school as a result</p>	<p>Registers that will show pupils involved in these targeted sessions – gauge a percentage base of all pupils and collect data on targeted groups including enrichment/less active pupils</p>

## Expected impact and sustainability will be achieved

Increased participation in intra/Inter sports competitions. Promotion of competitive sports is implemented and enjoyed by the entire cohort. Pupils participating are confident and have experienced prior learning in the targeted area in order to participate in them with competency. Key Indicator 5  
– Increasing participation in competitive sport

Data collected from events including photos/newsletters and result that can be published by the school to parents

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Key Indicator 2&amp;3 – Through staff CPD a new lunch time provision has been developed and undertaken. Children have been provided with different stations designed to develop sporting skills such as teamwork, resilience, co-operation and sportsmanship. Staff have taken an active role in supporting the running of the stations and teaching the children how to navigate the challenges of collaborative play and teamwork. Sport Premium funding has been used to enhance the quality of equipment and resources, promoting their respectful and responsible use.</p> <p>Key Indicator 5 – Children have taken part in a variety of Trust wide sporting events and have proven highly successful in several events including Rugby and Cricket. Sports Premium funding allowed us to purchase new uniform and pay for additional staff to accompany the children to sporting events outside of school hours.</p>	<ul style="list-style-type: none"> <li>● Observations show that all children are involved in meaningful play involving key skills which contribute towards wider success in PE lessons.</li> <li>● Data shows that there are few behaviour incidences during lunchtime play.</li> <li>● Data shows there are fewer injuries from misused PE equipment during free play opportunities.</li> <li>● Children report that lunchtimes are more successful and enjoyable.</li> <li>● Trust wide newsletters and articles reviewing events highlight the growing number of collaborative sporting events.</li> <li>● Staff report children’s attitude towards trying and enjoying the created opportunities for teamwork have inspired some children to continue enjoying different sports after school.</li> </ul>