

PE Funding Evaluation Form



Commissioned by
Department
for Education

Created by
 association for
Physical
Education

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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? |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Increased participation in after school clubs OPAL Investment in play equipment | Clubs are full, SEN and PP children take part. GOLD OPAL accreditation GOLD OPAL accreditation | Staffing changes midyear impacted CPD | New staff joined mid-year and missed out of some CPD opportunities. They will receive training from specialists in 2024-25 |

Intended actions for 2024/25

| What are your plans for 2024/25? | How are you going to action and achieve these plans? |
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| Intent | Implementation |
| <ol style="list-style-type: none"> 1. Ensure high-quality PE teaching is in place across all year groups 2. Provide increased and adapted swimming provision 3. Encourage all children to take part in a sporting event outside of school 4. Increase/maintain participation in after-school clubs and outdoor adventure pursuits 5. Supporting and engaging the least active children through OPAL play | <ol style="list-style-type: none"> 1. £4000 for Project Touchline – qualified rugby coach to deliver tag rugby sessions with all staff 2. £5000 – Catch up sessions for children from last year who are not able to swim 25m+. 3. £2500 – cover for staff to take children to sports competitions 4. £1300 to subsidise clubs and make them more accessible 5. £5000 - OPAL Play contract and meetings set – whole school training, risk assessments, governor members and purchase of equipment |

Expected impact and sustainability will be achieved

| <p>What impact/intended impact/sustainability are you expecting?</p> | <p>How will you know? What evidence do you have or expect to have?</p> |
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| <p>Intended Impact:</p> <p>Enhanced Physical Literacy: By continuing our focus on high-quality PE lessons and extracurricular activities, we aim to further develop children's physical literacy, ensuring that all students, regardless of ability, are engaging in age-appropriate physical activities that enhance their health and well-being.</p> <p>Increased Participation in Physical Activity: Through structured lunchtime and after-school clubs, alongside improved access to equipment and resources, we expect to see an increase in student participation in both structured and informal physical activities.</p> <p>Improved Swimming Skills: With swimming provided for Year 3 - 6 students, we aim to achieve higher levels of swimming proficiency, including the ability for children to swim 25 meters confidently, contributing to their overall water safety knowledge.</p> <p>Sustained Active Lifestyle: Our commitment to OPAL Gold status means students benefit from a wide variety of play options that encourage them to engage in physical activity outside of formal PE lessons. The aim is to foster a lifelong love of movement and exercise.</p> <p>Sustainability:</p> <p>Long-Term Engagement: The school aims to develop lasting habits of physical activity, embedding sports into the culture of the school and ensuring that physical activity becomes a natural and enjoyable part of daily life.</p> <p>Professional Development: Through continued investment in staff training, including PE subject leaders and teaching staff, we aim to ensure that high-quality PE and sports education remains sustainable. We will also maintain strong links with external partners and organizations to support and enhance provision.</p> <p>Community and Parental Engagement: The school will continue to engage families and the wider community in sporting events, workshops, and active participation, fostering a whole-community approach to physical activity and well-being.</p> <p>Maintained Resources and Facilities: We will continue to invest in sports equipment and ensure facilities are well maintained and accessible, providing long-term benefits to the school's physical education offer.</p> | <p>1. Monitoring Participation Rates:</p> <p>Evidence: Tracking participation in PE lessons, after-school sports clubs, and extracurricular activities (including swimming). This will be recorded and compared over time to monitor improvements in engagement and attendance.</p> <p>How: A register of participation will be kept for each activity, and we will aim for an increase in both overall and repeat participation rates, particularly for students who might typically have low engagement.</p> <p>2. Swimming Proficiency Assessments:</p> <p>Evidence: Assessments of swimming abilities at the start and end of the Year 3 and Year 6 swimming programs, focusing on whether students can swim 25 meters unaided and meet national curriculum requirements.</p> <p>How: Teachers will track students' progress through termly assessments, and swimming certificates will be issued to those meeting the targets, providing clear evidence of progress.</p> <p>3. Student Feedback and Engagement:</p> <p>Evidence: Regular feedback from students, gathered through surveys or informal discussions, to assess their enjoyment of and confidence in physical activities.</p> <p>How: Surveys at the start and end of the year will ask students about their participation levels, enjoyment, and perceived benefits of physical activities and PE lessons.</p> <p>4. Teacher and Staff Feedback:</p> <p>Evidence: Teachers will reflect on their professional development through observations, appraisals, and lesson evaluations. Staff will also provide feedback on any new initiatives and their impact on lesson delivery and student outcomes.</p> <p>How: Teachers will provide termly reports, and peer observations of PE lessons will take place to ensure quality and consistency.</p> <p>5. OPAL (Outdoor Play and Learning) Gold Certification:</p> <p>Evidence: The continued achievement of OPAL Gold status will be an indicator that the outdoor play and physical activity provision meets high standards and positively impacts student engagement.</p> <p>How: OPAL audits and reviews will provide evidence of how outdoor play continues to contribute to physical activity levels, with documented improvements in students' outdoor engagement and skills.</p> |

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you

What **evidence** do you