



# PE Funding

## Evaluation Form



Department  
for Education





## 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/

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>Continue with inter house competitions</p> <p>The quality of lessons being taught by teachers has improved as well as the children's skills and abilities in different sporting event e.g. archery and orienteering</p> <p>Continuing with Striver to support with PE lessons</p> <p>Offer a wider range of sports: orienteering, basketballs, netball, football, cricket, rounders, gymnastics, dance,</p>	<p>In PE planning there will be opportunities for inter house sporting competitions</p> <p>In terms 5 and 6 the school has employed a new sports company to provide mentoring for 1:1 children and small groups. This has had a positive impact on the children who are being mentored. Better engagement in learning and in PE.</p> <p>Positive feedback from teachers about Striver</p> <p>Orienteering has been run for 2 years. Monitoring shows that children are improving in their ability in this area</p>	<p>Engage children who lack interest in sport - invite particular children before offering it out to the whole school</p> <p>Re introduce whole school activities i.e Wake and Shake</p> <p>Daily mile not introduced</p> <p>After school clubs run by coaches</p>	<p>Children who were invited to these groups were not going.</p> <p>Due to staffing capacity this has not been implemented</p> <p>Lack of staff</p> <p>Children enjoy and sign up to after school clubs – currently free of charge but this cannot continue due to lack of funding</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
<p>Engage children who lack interest in sport - invite particular children before offering it out to the whole school</p> <p>Re introduce whole school activities i.e Wake and Shake</p> <p>Introduce running a daily mile</p> <p>Continue with inter house competitions</p> <p>Continue to use Signature Sports for identified children with social/emotional needs</p> <p>Sporting section in the newsletter to celebrate success.</p> <p>Continue to purchase equipment to support initiatives e.g fixed orienteering course in the school grounds</p> <p>Continue to offer a wider range of sports: orienteering, basketballs, netball, football, cricket, rounders, gymnastics, dance,</p>	<p>Create a lunch club, which will run twice a week for those children identified.</p> <p>After school clubs run by coaches – multi skills</p> <p>Staff will be allocated days where they will need to support with Wake and Shake and the daily mile (PE days for that particular year group)</p> <p>In PE planning there will be opportunities for inter house sporting competitions practice.</p> <p>A sports coach to come in at least once a week to spend time with 1:1 or small groups of children who need emotional/social support for a couple of hours.</p> <p>If the school football team has played, a small paragraph recognising what they have done.</p> <p>Through PE planning</p>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are  
you

How will you know? What **evidence** do you have or  
expect to have?

For children to have more confidence in their PE and a willingness to take part

For teachers to feel confident when teaching PE and showing knowledge through  
prior teaching.

Children with social/emotional needs to be supported by outside agencies

For team activities to be a great focus (support with Metacog) through a range of  
sports/activities

Children showing in their PE lessons they are engaged and feeling more confident  
Taking part in sporting activities outside of school  
Pupil voice

Through observations/learning walks  
Planning prepared for teachers

Regular interventions with targeted children to support their well-being

Observations/pupil voice/planning

## Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?