

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?
The delivery of a broad and balanced PE curriculum for all children to access 2 x 1-hour sessions per week. A PE partnership with the local high school to deliver PE sessions to all children 1 afternoon per week. A broad range of activities offered as part of our curriculum offer and as extra-curricular activities too. CPD on PE curriculum updates for our subject leader CPD on Physical Development for 1 teacher and 1 Early Years TA.	Complete coverage of all activities for each year group. High-quality teaching of PE across the curriculum. Good level of skills knowledge to support development. Welcomed different coaches into school to develop and work on a range of sports and activities. High energy, high fun. Large uptake of after school places. Able to cascade important updates to all staff and network Able to cascade important updates to all staff and activities tried have become embedded into Early Years practice.	Village Hall access was not always available when the field flooded between Dec-March and the lack of outside space due to the poor surface of the local MUGA. Large gymnastic apparatus and mats had not been stored properly. A school network for competitions based at a local high school	Meant that the teaching of hockey had to be taught in a small cordoned off area of the car-park and some lessons had to be classroom based. They were unsafe to use as they were very old, had warped and some seams had come away so were a trip hazard. As a small school, we often do not have the numbers in each year group to make teams. When we were going to the events, the larger schools in the competitions dominated with some entering 4 teams at a time and also, they had attended these events before so knew the protocols whereas we didn't. On two occasions, some of children didn't take part in an event because of mis-information.

Review of last year 2023/24

CPD for 2 members of staff to complete their forest school qualifications	Provide a full and active weekly timetable outdoor curriculum for our EYFS and Key Stage 2 children. With separate skills sessions for Key Stage 2.		
Collaborating with a local swim school to deliver our swimming provision	Successful swimming outcomes for those children who hadn't swam for a long time due to COVID and then securing of skills of younger children so to top-up next 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
To deliver a broad and balanced PE curriculum with focus on developing skills further in gymnastics and ball skills due to a lack of facilities last year. Increase in timetabled access to the Village Hall and increase in fees. To timetable and deliver a weekly forest school session which has a clear progression of skills for outdoor learning, using tools and mental wellbeing from Nursery to Year 6. To engage with a wide range of coaches to teach alongside and train staff to provide further high-quality teaching and extra-curricular activities in order to increase daily physical activity. To engage more children in physical activities To ensure that there are at least 2 hours of taught PE provision weekly with the addition of a forest school session included and opportunities through the week to engage in playleader games at playtimes and Physical activities during the whole week. To offer swimming lessons to all Year 3-6 children.	Continuing to work with the local high school in a PE partnership with access to a lead PE teacher for an afternoon a week. Timetabled access during this time to the Village Hall to ensure there is space during flooding and rainy weather and that high-quality teaching can be delivered weekly. EYFS and KS1 children to have access to a timetable outdoor weekly session with KS2 having their own session in the forest each half term and us all having a whole school session each half term too. A skills document to track and ensure skills coverage for all children. Staff who are trained alongside professional coaches and confident to deliver high-quality lessons to all, as well as provide physical activity extra-curricular activities. To provide a range of high-quality, high-energy and fun physical activities as extra-curricular and lunch-time clubs to encourage the participation of more children. All EYFS and KS1 children to start the day completing a range of gross and fine motor activities. Timetabled physical activities including PE, swimming, forest school, Dancer of the Week and physical development interventions to ensure that these happen daily, weekly. To continue swimming lessons for Year 3-6 children in order to ensure Year 6 children reach the required standard and the other children receive 'top-up' funding in order to reach the expected level when they are Year 6.

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?
To increase the confidence of all staff to deliver high-quality PE sessions covering a range of skills and sports. Improving physical development opportunities for all children by ensuring timetabled gross and fine motor skill activities on Friday pm and Monday am to combat sedentary lifestyles at home. Improving mental health and wellbeing for all children by giving them more opportunities to be physically active and learn outdoors in all weather. Providing further opportunities to increase skills in a range of sporting activities. Continued success in swimming, with more than 80% of Year 6 children reaching the expected level. Year 5 and 6 children accessing cycling proficiency courses	Standards in PE will be maintained or improved during the whole provision of the curriculum. PE will continue to be a top subject for the children within the annual pupil voice questionnaire. Children who choose to be active and see the importance of physical activity. Higher proportion of children who engage in physical activity outside of school and are trying different sports like skiing, athletics, cycling. Children who are able to build on skills and develop these further to create more complex products at forest school. Staff who are confident to pose challenge and extend skills further. Children who have experienced a wide range of sports and share with parents how these can be accessed outside of school to developed further. At the end of the swimming block, assessments to be completed by the local swimming school. Advice provided to the parents of those children who have not achieved the expectations. Children who are safe riding their bikes on the country roads which surround school.

Expected impact and sustainability will be achieved

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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
The increase in village hall fees meant that PE could go ahead during each timetabled slot. New gymnastic equipment allowed staff to create a circuit of activities for the children in each gymnastic session to develop and challenge skills in control and coordination.	Every week there has been a physical activity for all children, despite it raining or our field being flooded. As a school with no hall and just classroom space, the access to this space is essential for our curriculum to be remain broad and balanced. Children were able to be assessed in all areas of gymnastics as they could complete floor work safely and show balance and control on a variety of apparatus.