

# 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?
Staff development through CPD – especially for ECT.  PSSP PE coaching for enhanced provision class.  GetSet4PE scheme.  Directed MTA time for lunchtime clubs and active playtime.	Quality of lessons and provision has improved.  Pupil voice, pupil engagement with PE sessions, staff feedback.  Clarity throughout setting on what to teach and when. Quality of observed PE lessons. Pupil voice.  Pupil voice, reduction in behavioural issues	Limited impact of PSSP membership due to staffing reduction and logistical difficulties of attending off-site sessions	Poor attendance at activities.

## 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>1) To improve the quality of teacher directed PE sessions through targeted coaching and mentoring.</p> <p>2) To improve the quality of PE provision across the school through the use of a PE scheme which supports the development of skills and knowledge across EYFS, KS1 and KS2</p> <p>3) To improve health and well-being by improving our lunchtime offer through adult-led games opportunities.</p>	<p>1) The quality of directed PE sessions will be improved through the use of coaching and mentoring activities for teachers. This will be particularly targeted at our ECTs to improve their subject knowledge and confidence when delivering lessons. Additional coaching and teaching support will be in place to ensure that Little Oaks enhanced provision group have a supported PE session fortnightly.</p> <p>2) The whole school will deliver PE according to our long-term PE plan and delivery of lessons using the GetSet4PE scheme of work – which will cover dance, gymnastics, striking and ball games, outdoor education activities and multi-skills. The long-term plan is cyclical and ensures the over learning and improvement of skills as the children progress across the school. The skills which the children learn will be showcased in a team-based sports day to be held in the summer term.</p> <p>3) Further games development will be supported through an MTA who will support activities in the MUGA every playtime.</p>

## Intended actions for 2024/26

This time will be timetabled to allow all KS1 and KS2 year groups to have a 20-minute adult supported games session each day. These session will cover a range of sports and games on a weekly timetable – football, netball, hockey, team games and dodgeball. Resources to support these activities to be audited and ordered as required. Year 6 pupils will be given the opportunity to become sports leaders and support these activities.

## 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>1) The quality of teacher-led PE sessions will be improved. Teacher confidence and subject knowledge will be improved through coaching and team-teach sessions with external sports specialists. These improvements will be sustained once the coaching program ends.</p> <p>2) A long-term curriculum plan will support the development of children's skills, knowledge and abilities. This long-term map will allow teachers to know what has been delivered in previous year groups and quickly assess children's prior knowledge and understanding at the start of blocks of work. GetSet4PE features lessons plans, video clip examples and additional materials to support teacher knowledge.</p> <p>3) Daily lunchtime opportunities for games and sports will improve the fitness and well-being of pupils. An assigned MTA will allow for a variety of games to be offered across the week to allow the children to play more than just football.</p>	<p>1) Quality of observed lessons will improve. Pupil voice surveys will show an improved understanding of lesson content. Staff voice will show improved subject knowledge and confidence.</p> <p>2) Lesson plans will be drawn from the long-term plan and follow the PE curriculum map.</p> <p>3) Pupil voice. Reduction in behavioural incidents at lunchtime especially those linked to games</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>1) The quality of teacher-led PE sessions has improved especially within ECT class. Improved teacher confidence to plan, prepare and deliver sessions.</p> <p>2) Lesson plans have followed GetSet4PE long-term plan. Observed lessons have been observed to follow the agreed plan and lesson structure. Video clip materials have supported teacher subject knowledge – in particular in the teaching of gymnastics and dance units.</p> <p>3) Children have had daily adult led games/sports sessions across KS1 and KS2.</p>	<p>1) Lesson observations, pupil voice, staff voice</p> <p>2) Medium term plans reflect the use of GetSet4PE. Lesson observations, staff and pupil voice.</p> <p>3) Pupil voice –            36% of Maple (KS1) pupils have joined daily (9/25)            63% of Sycamore (LKS2) have joined daily (19/30)            59% of Beech and Hawthorn (UKS2) have joined daily (19/32)            Reduction in games related behavioural incidents</p>