

# 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?
Use of curriculum PE coach to deliver sport opportunities at lunchtime	Behaviour at lunchtime much improved. More pupils participating in organised sport. More girls joining football matches.	Regular release of PE bulletin	Lack of time meant that very few PE bulletins were completed.
Developing PE Ambassadors role for lunchtimes	Lunchtime equipment was well organised and accessible. The ambassadors were keen to do the role to the best of their ability.	Gold Healthy Eating Award	We didn't achieve this.
Teaching of PE, both by coach and class teachers	Since the dance and gymnastics CPD from the previous year, teachers have fed back that they feel more confident teaching these areas. Children fully engaged in lessons and there is clear progression evident.	Intra-school tournaments	We did not manage to hold these every term as planned.
Online assessment tool	Everyone has been able to access the assessment data and this has meant better communication between the coach and class teacher.		
Increased participation in competitive events	More pupils than ever before represented the school in a sporting event.		
Raising the profile of the Daily Mile	More members of staff using the Daily Mile as a movement break between learning		
Top up swimming lessons	All non-swimmers in Years 4, 5 and 6 were given the opportunity and feedback from pupils and parents was extremely positive.		

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. Increase participation in competitive inclusive sporting events</li> <li>2. Increase participation in physical activity at lunchtime</li> <li>3. Ensure all children leaving at the end of Year 6 are able to swim and know basic water safety</li> <li>4. Ensure all pupils in Years 5 and 6 who want to compete in external competitions have the opportunity</li> <li>5. Teacher development</li> <li>6. Develop competitive dance and gymnastics</li> <li>7. Revitalise the PE bulletin</li> </ol>	<p>Use the MSSP event calendar to plan and enter all available inclusive sporting events. Carefully organise staffing and transport for these events. Ensure inclusive training sessions are included on the termly training calendar.</p> <p>Continue to employ the PE coach to cover lunchtime play. Invest in new lunchtime equipment. Train the PE ambassadors to encourage physical activity as well as organise the equipment.</p> <p>Increase the top-up sessions from 1 week to 2 weeks. Identify all pupils who are not able to swim safely in Y4, Y5 and Y6. Take identified pupils to the daily swimming sessions.</p> <p>A record of all participants for different events to be kept up to date. For events where we do not already have established teams, eg. Basketball, teachers to ask their class who would like to participate and selection will be taken from this list, with priority given to those not already in a school sports team.</p> <p>All teachers to have the opportunity to attend any relevant MSSP training. Teachers to be given the opportunity to observe the PE Coach teaching their class. Continued access to the MSSP online planning.</p> <p>Enter the MSSP dance and gymnastics competitions (never previously done). One staff member to work with and prepare the squad for the competition. Explore the possibility of external dance or gymnastic coaches to train the squad.</p> <p>PE bulletin to be completed in the last week of every half term and go out with the weekly bulletin that week.</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?
<ol style="list-style-type: none"> <li>1. Competing in inclusive events becomes part of the annual sporting calendar and recognized on a par with the competitive non-inclusive events. Our SEND pupils feel pride in their sporting abilities and feel empowered to have a go at any sport or activity.</li> <li>2. Being active is seen as an integral part of lunchtime for all pupils. Pupils are playing a variety of sports together and learning from each other. Lunchtime behaviour continues to improve and pupils' physical stamina increases.</li> <li>3. All pupils at the end of Y6 to leave Holy Trinity being able to swim well enough to save their life should the occasion ever arise. By running these sessions every year, some pupils will have the opportunity to repeat the sessions in a subsequent year and this will increase the likelihood of being able to achieve the desired goal.</li> <li>4. All pupils in UKS2 feel valued for their sporting abilities, have had the opportunity to participate in a competitive sporting event and represent the school. This will hopefully encourage more pupils to want to participate in competitions in the future.</li> <li>5. Teachers continue to seek PE focused professional development and share their expertise with colleagues. The quality of PE teaching to improve and pupils are attaining highly in this subject.</li> <li>6. The school successfully participate in dance and gymnastic competitions. More pupils becoming interested in these areas of PE and wanting to participate in future clubs and events.</li> <li>7. Regular dialogue with parents about PE and Sports in school and the opportunity to promote all the participation and successes the pupils have.</li> </ol>	<p>Evidence will be in the form of pupil feedback (PE pupil survey), pupil participation and the profile of inclusive sport being raised.</p> <p>All pupils will participate in active activities during lunchtime at some point. Behaviour at lunchtimes has visibly improved and pupils feel they have more opportunities to participate (PE pupil survey).</p> <p>Assessment from the swimming coaches state that all Y6 pupils are able to swim and have basic water safety.</p> <p>The participation record shows high numbers of pupils competing in events. Pupil feedback (PE pupil survey) demonstrates that any pupils who wanted to compete in an event had the opportunity.</p> <p>Lesson dips show that the quality of teaching and learning in PE has improved. Assessment data shows that pupils are attaining well in PE. Staff feedback shows that they feel supported and confident in teaching PE.</p> <p>Successful participation in both the MSSP dance and gymnastic competitions. Increasing pupil interest in training and competing in both these areas evident.</p> <p>Evidence will be the distribution of the PE bulleting. The impact can be measured from parental feedback (parent survey).</p>

## Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?