

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?
We continued to offer our children a wide range of sporting opportunities via the Rossendale School Sports Partnership.	As a school, we attended the majority of sporting events offered by RSSP. We ensured that as many pupils as possible represented the school, ensuring that we attended a variety of events (transition, SEND events, Festivals, Competitions).	More focus should be placed on those children who consistently have not represented the school at a competition/festival/transition event.	Some pupils have consistently not represented the school in sporting opportunities. All children should have the opportunity to represent the school in a competition/ festival/ SEND events/ transition events.
Staff confidence in some units of PE has been developed and more staff are now confident in delivering PE.	Staff voice has highlighted that they feel more confident in delivering PE sessions and that they have developed their skills in delivering the sessions too.	Not all staff had access to the CPD sessions and so more CPD to be planned for the next academic year.	New ECTs joining the school will need to have CPD in PE due to the limited teaching time student teachers have delivering PE.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Continue to offer children a wide range of sporting opportunities. Allow more children to experience competitive sports and also engage in non-competitive events too, enabling more children to attend competitions/festivals/transition events. Develop lunchtimes and playtimes to ensure every child has the opportunity to be physically active for 60 minutes per day, supporting their physical, mental and emotional wellbeing. Continue to train Play Leaders to support active children. Use RLT coaches for a Lunchtime session as well as before school and after school.	• Continue to be a part of the Rossendale School Sports Partnership to allow access to a wide range of sporting events, including transition events. • Monitor children who have attended competitions/festivals/transition events to ensure all children have the opportunity to attend an event. • Continue to promote sporting achievements via social media and school website to raise the profile of PE and physical activity to pupils/parents/carers/staff. • Invest in training for sports ambassadors to develop confidence and competence in leading activities with younger pupils. • Invest in equipment to ensure that children have access to a range of high quality and engaging equipment. • Training for lunchtime supervisors to develop their confidence in delivering a range of activities during lunchtime and playtime. • Playground supervisors to run activities/intra-school competitions and leagues at lunchtimes to promote competition and physical activity. • ECTs and newly qualified teachers to be prioritised to ensure they have the confidence and skills to deliver these sessions themselves in the future

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?
Every child in KS2 will have had the opportunity to represent the school in a sporting event over the academic year, raising the profile of PE and engaging every child in physical activity. Every child has the opportunity to be physically active for 60 minutes per day, supporting their physical, mental and emotional wellbeing.	Register of engagement – every child in the juniors will have attended (or have been given the opportunity to attend) a sporting event over the academic year. Competition calendar – will identify the competitions, festivals and transition events that will be best for each child. Student voice to highlight areas of need for engaging children in physical activity at lunchtimes and playtimes. Walkthroughs of lunchtimes and playtimes to observe how much physical activity children are engaging with. Discussions with the lunchtime staff to understand how children are engaging with activities presented to them.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
A greater number of children represented the school in a sporting opportunity this academic year. More children have been able to experience a wider range of sporting opportunities. Every child has the opportunity to be physically active for 60 minutes per day, supporting their physical, mental and emotional wellbeing.	Total children who have represented the school: 82/153 Total KS1 children who have represented the school: 12/68 Total KS2 children who have represented the school: 63/85 Pupil voice – children enjoy the activities being delivered by the playground supervisors. The leagues were fun and allowed them to be competitive against their friends. Play Leaders – children delivered sessions once a week to younger students.