



PE Funding Evaluation Form 2024/25

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?
Providing for at least 30 active minutes as part of the school day.	All classes access the daily mile. Core PE lessons equate to at least 2 hours of PE per week. Forest school provides active outdoor learning. Walking bus initiative provides all children an active means to get to school.	Swimming needs a restructure as current provision is expensive and much time is taken up with travel.	A 30 mins lesson takes 1 hour 30mins out of the school day.
Maintained strong competitive, CPD and support links with neighbouring schools and MSA group.	All KS2 children have represented the school at a festival or competition. Sensory circuits is being run 3 x per week in KS1/2 and EYFS.		
Resources enable the full curriculum to be taught, and playtimes and enrichment sustained.	Lessons are well resourced so teachers are able to plan a wide range of skills through a variety of sports.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Provide opportunities for at least 30 active minutes as part of the school day. (Key indicator 2) CPD for staff. (Key indicator 1 and 3) Pay into MSA to access festivals and competitive sporting opportunities for all. External sports coach employed to work with all year groups to support with teacher confidence and competence. (Key indicator 2 and 5) Assess resources and what needs restocking in order to ensure high quality PE and sports provision. (Key indicator 3) Run Forest School to offer opportunities for physical development, teamwork and enrichment for all classes. Provide swimming lessons so that all children by the end of KS2 meet the NC requirements.	Daily mile for all children Walking bus offer to all Active break and lunch play with sports crew, play leaders and sports ambassadors supporting structured play Sensory circuits 3x per week (Each key stage) Sensory circuit training for some staff MSA training for all staff PE conference for Subject Leader Staff to observe sports coaches teaching Plan a timetable of events so that all children can participate in sport beyond the school. External sports coach working 1 day a week alongside teachers Provide lunchtime and after school club opportunities Subject leader and coach audits Timetable all classes TAs to support sessions Survey families, research and book suitable swimming facilities

Intended actions for 2024/26

Embed 30 active minutes for every child every day.

Continue to pay into MSA in order to assess festivals and competitive sport for all.

Continue high quality bespoke CPD for all staff as required. (eg: EY motor screening programme)

Embed external sports coach working as part of the school team.

Continue to maintain and restock resources as needed.

Continue to offer Forest School to all children. (led by trained school staff member)

Offer swimming lessons for those children who do not meet the KS2 NC requirements for swimming.

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?
Annual MSA membership – CPD, competitions and festival programme, networking and subject leader knowledge.	Register of events: number participating, success in progressing from local events to further afield, pupil voice on engagement. Staff confidence – monitoring, staff voice, SL knowledge.
Forest School – all children to experience this wider curriculum.	Led by trained staff member to futureproof provision, new site offers more sustainability.
External sports coach – Upskilling staff, additional expertise brought to all classes. Lunch and after schools ensuring maximum participation.	Pupil and staff voice. Participation in lessons. More children joining sports clubs in and out of school.
30minute active per day – all children, every day	Number of children participating on the walking bus, sports clubs, volunteering for sports crews, play leaders
Resources	
Swimming	All swimmers and non-swimmers (dependent on starting point) are able to meet the NC requirements for the end of KS2.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
MSA continues to provide excellent opportunities for all children to engage in festivals and competitive sport at different locations with children from different schools. Staff continue to be offered CPD to enhance their skill set and ability to offer the highest possible PE and sport provision. Forest School is now run by a trained member of staff who know the children and the curriculum. The area is bespoke and purposefully set up for the school to use. Skills and knowledge are being developed year on year. External sports coach works as a member of the school team one day a week, providing support and expertise to teachers to help to develop their confidence and competence in teaching PE and sport. There are ample opportunities to ensure that children are getting at least 30 active minutes every day through walking bus, wraparound care, structured and unstructured play and lunch breaks, lunch and after school sports clubs as well as high quality 2 hours of PE lessons and Forest School sessions.	Festival programme and events register, pupil voice. Monitoring, pupil and staff voice, children's skills, knowledge and understanding. Monitoring of lessons, engagement from children, pupil and staff voice, success in external sports competitions. Rising number of children accessing the walking bus (25%), wraparound childcare pupils wanting sports sessions, monitoring playtimes (low poor behaviour incidents), pupil, staff and parent voice.