# PE Funding Evaluation Form

**Commissioned by**

Department for Education

**Created by**

association for Physical Education

YOUTH SPORT TRUST

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.*

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## 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? |
|---|---|---|---|
| *Introduction of playtime and lunchtime sport sessions/activities for pupils to encourage 60 active minutes* | *Through pupil voice and discussion with Sports Ambassadors.*<br><br>*Observations from staff on duty seeing increased participation in structured games* | *Consistency of sports leaders ensuring equipment is prepared and out in time for lunch and play.* | *Children asking for resources and an increase in behavior challenges.* |
| *Use of PE to support teaching and learning – focus on LO/SC* | *Staff more confident to use LO and SC to support learning in lessons and pupils for reference in lessons and their own learning. Pupil voice.* | *Continuity between lessons and classes to ensure all children understand the LO and SC. Continue to build on bridging back to previous lessons, especially in other year groups.* | *Pupil and staff voice* |

## 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 continue to develop staff confidence, knowledge, and skills in PE, including ECTs and new members of staff. | Purchase the MCR Enhanced membership that includes a variety of CPD opportunities that are included within the package and additional courses |
| To continue to increase pupil participation in Competitive Sport with a focus on targeting PPG /SEN. | Use the School Games calendar and support from our local SGO to book and attend a variety of competitions and activities over the year to support children in KS2. |
| Continue to strengthen the EYFS curriculum and outdoor provision. | Review and enhance the provision or PE and sport through CPD and purchasing suitable equipment to support meeting the ELGs. |
| Increase the participation of PPG children in curriculum clubs and attendance of competitions. | Identify children in KS2 (particularly year 5 ad 6) that are PPG – offer opportunities for clubs provided by our sports coach and target for all competitions – keep a record using PE passport. |

## 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? |
|---|---|
| 1. *Staff confidence, knowledge, and skills in PE* | *Through staff voice and questionnaires. Teaching staff will feel confident to teach a range of PE and activities and understand the importance of progression and skills.*<br>*CPD delivered to KS1 will be shared throughout their team to develop and enhance the curriculum. Shared teaching will reflect learning taken from the CPD sessions.* |
| 2. *Increased engagement in representing the school in a variety of sports, therefore developing a positive outlook on their physical and mental well-being.* | *Increase in participation compared to last years data. Children will share their achievements and voice opinions through pupil voice. Celebrating achievement will encourage more children to show a willingness to participate. Children will feel empowered and motivated to stay fit and healthy.* |
| 3. *More children, including our PPG children will want to actively engage in sporting activities and will represent the school.* | *Tracking of attendance using PE Passport. Identify and target children for different activities* |

## Actual impact/sustainability and supporting evidence

| What **impact/sustainability** have you seen? | What **evidence** do you have? |
|---|---|
| 1. *Staff confidence, knowledge, and skills in PE* | • *Team MCR Enhanced subscription £1850*<br>• *PE Passport renewal £300 We are now able to put in a full year provision map using the scheme where teachers teach one session per week and sports coach leads other*<br>• *ECT High Quality KS1 Course £300 (including ECT)*<br>• *Level 5 Physical Education Course £895 Sports Coach*<br>• *TLR 3 for leads £1314 x 2*<br><br>*The PE Passport and Team MCR Enhanced subscription have enabled the creation of a comprehensive year-long provision map, ensuring consistency and progression across all year groups – allows access to structured schemes - has boosted teacher confidence in delivering high-quality PE lesson*<br><br>*Teachers now confidently deliver one PE session per week, complemented by a sports coach-led session, promoting a balanced and enriched PE curriculum.*<br><br>*KS1 teachers, have significantly improved their understanding of KS1 physical development, leading to more engaging and age-appropriate lessons – able to share new knowledge and team teach with their colleagues to share best practice.*<br><br>*Sports Coach completion of the Level 5 PE Specialism course has elevated the quality of PE leadership and mentoring within the* |

## Actual impact/sustainability and supporting evidence

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| | school – able to support colleagues with planning and progression.<br><br>Staff voice feedback shows a greater sense of ownership and enthusiasm for PE, contributing to a more active and health-conscious school culture. |
| 2. Broader experience of a range of sports and activities | New range of sports delivered by School of Sports – Gymnastics, Girls only football, skateboarding<br>Ping Pong table<br>KS1 yoga<br><br>*Data taken from PE Passport<br>R-Y6 37% after school club attendance<br>R-Y6 21% SEND after school club attendance<br>R-Y6 21% PPG after school club attendance<br><br>KS1 after school club attendance – 28%<br>KS2 after school club attendance – 44%<br>Increased participation in after school clubs from last year<br><br>Purchased equipment for playtimes and to enhance curriculum teaching to ensure all/most children are active within designated time. |

## Actual impact/sustainability and supporting evidence

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| 3. *Engagement of all pupils in regular physical activity* | *School starts the day with a morning club, and this aims for some of the least active young people. Sports ambassadors support structured play time and lunchtimes activities. There are times in classrooms where active breaks/active classrooms, and Go Noodle is used and there are active assemblies too. There are two, one-hour long PE lessons. There is a broad extra-curricular offer, with a range of different clubs after school every day which is based on student voice, delivered by staff and the sports coach.*<br><br>*Whole School Behaviour Inset Training – importance of mental health breaks in class/within lessons – movement breaks. Children were able to articulate within their pupil voice that school value their mental health and this is supported through physical activity.*<br><br>*Enhanced provision in EYFS outdoor spaces through a range of new equipment, i.e balance bikes.* |

## Actual impact/sustainability and supporting evidence

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| 4. Increased participation in competitive sport | Organised calendar of events for competitions for School Games – Basketball, Lacrosse, hockey, netball, cross county/inclusion, athletics inclusion, cricket – enter both inspire, excel and Inclusion<br><br>Two girls football teams – Excel and Inspire (Excel team through to the Manchester finals finishing 6th)<br><br>Organised CLIC Cup competitions – PPG, SEND and Excel focus – basketball (Yr6), cricket (yr 5) and dodgeball (yr 4)<br><br>Continued to provide opportunities to access a wide range of competitive sports events across Manchester. Entered teams in both the Inspire and Excel pathways, as well as inclusion events. These experiences have helped pupils develop confidence, teamwork and a strong sense of school pride.<br><br>END OF YEAR Data taken from PE Passport<br>pupil participation in competitive sport<br>66% attending competitions (years 5-6) increase - 48.9% last year<br><br>59 % of girls attending competitions, (years 5-6) increase - 40.9% last year<br>74 % of boys attending competitions (years 5-6) increase - 57.8% last year |

## Actual impact/sustainability and supporting evidence

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| 5. Raising PE's profile to support whole-school improvement | PPG participation in competition<br>60% PPG (year 5 and 6) increase - 46.7% last year<br><br>44% of SEND pupils (year 5 /6 attended competitions)<br><br>Achieved gold Games Mark – 5th year. Were validated by the Sport Industry Research Centre at Sheffield Hallam University<br><br>Finals – Cross Country, Lacrosse, Hockey, Girls football<br><br>Intra competitions at the end of each half term – reflects learning in PPA if applicable<br><br>Sports Week – Assembly 'World's Strongest Man', Spprts leader lead assemblies<br>Sports Day – badges, stickers, 1st/2nd/3rd place/ ice lollies Year 6 and year 3 helpers – sense of pride and responsibility<br>Sports ambassadors – questionnaires, playtime equipment leads, Sports assemblies, active calendars<br>Morning active breakfast clubs<br>PE and Sports newsletter termly and involve the sports ambassadors<br><br>Questionnaire to pupils about feelings on gender participation in |

## Actual impact/sustainability and supporting evidence

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|---|---|
| | *football at playtimes/lunchtimes*<br>*Timetables for boys only/girls only and mixed pitch time.*<br><br>*High profile of girls and boys football team and equality of fixtures and training.*<br><br>*Promoted local clubs and swimming activity in the newsletters and flyers*<br><br>*PTA support - Bike train that was included in a BBC segment involving Olympic cyclists.*<br><br>*Held themed days across school focusing on healthy lifestyle, mental health and physical activity.* |