

# 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?
<ul style="list-style-type: none"><li>Funding helped to support and enhance the PE Curriculum in school. This helped to provide external providers to come and assist in the delivery of teaching all pupils. It also enabled the teaching staff to monitor and help assess the children closely, understanding their individual needs/abilities.</li><li>Membership for both Rochdale and Pennine has allowed children to access more competitions. Competitions that are specific to individual needs.</li></ul>	<ul style="list-style-type: none"><li>Staff are carrying out weekly assessments and with the support of external Coaches, they have been completing assessments for those units taught.</li><li>Children are able to access more sporting activities as they are aimed towards those children that want to engage, compete or excel.</li></ul>	<ul style="list-style-type: none"><li>Some external providers were inconsistent and unable to attend every extra-curricular session. This would sometimes mean we had to cancel a session that same week.</li><li>Due to availability, some clubs had to run on the same day. Due to popularity of these clubs, it meant that some children signed up to more than one on the same day.</li></ul>	<ul style="list-style-type: none"><li>Providers cancelled a few days before, via email or phone. This was then shared and apologies given to children and parents.</li><li>This meant that some of the other clubs had less numbers and children were choosing from a few different sessions. This was shown on the weekly register and communication through the Coaches.</li></ul>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>To continue to work with external providers to deliver a PE lesson for all children from Reception to Yr6.</li> <li>To carry out a range of Extra-Curricular Clubs with different providers.</li> <li>Continue to use funding to secure membership of local sports association and bodies. This provides access to a wide range of competitions and festivals which broadens the experience of competitive sport that our pupils receive.</li> <li>To ensure that there is the right level of equipment needed to carry out high quality PE lessons. To also ensure that there is enough for a class to access the lesson.</li> <li>To make sure there is a sufficient amount of playground equipment for KS1 and KS2. To enable children to stay active during break times, keeping them engaged in play and active for longer.</li> <li>To provide the opportunity for parents to come and watch their child and what they have been working on in some of the clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Edstart to continue to teach two full days, following the Long Term PE Plan. Teaching staff to then teach the other unit of work.</li> <li>All children to be able to access a club each half term. Children should be able to choose from a range of options, also trying a sport they haven't before.</li> <li>To make a payment to both the Pennine Membership and RBSGP. To attend necessary meetings with both bodies. Communicating, giving feedback where appropriate. To also help plan and facilitate competitions and tournaments that run alongside the membership and what it includes.</li> <li>To complete an inventory list and ask staff to share if anything needs adding/ replacing throughout the year so that stock can be replenished as and when.</li> <li>To order playground equipment for both KS1 and KS2. To ask the children as part of the Pupil Voice what they would like to see at break times and what would enhance their play time. To then make sure that there is enough so that most children can access something from their Key Stage.</li> <li>Parents to be invited to attend at the end of each half term and watch the children showcase and perform what they have been learning/ working on for that term.</li> </ul>

## 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?
<ul style="list-style-type: none"> <li>For staff to have ongoing CPD through lessons taught by external providers. All children to access new and innovative lessons that are creative and motivating. All children will access a PE lesson and a SEN intervention will also be carried out.</li> <li>Children to be able to attend extra-curricular activities both before and after school. Clubs to be arranged to suit the needs and wants of the children. They are then scheduled to also support the competitions where possible. Clubs and year groups are changed each half term to ensure all children can access a club, to work around drop off/ pickups and parents work schedule.</li> <li>Both memberships will allow more children to represent school in a wide range of sports and physical activity from KS1 to KS2, throughout the year.</li> <li>Children will be able to be active together and stay active for longer throughout both lessons and clubs. Children would not have to wait for equipment or have to share it if the right equipment is provided.</li> <li>Parents will appreciate that they are invited to come and watch such performances or workshops. Children will be enthused that they are able to share this interest and their talent with their parents. Children will then want to come again the next term to showcase their work; working on new projects each time.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to communicate with the PE Coordinator as to how the lessons are going and what they are taking away from each lesson. Whether this be a warm up, main activity or cool down.</li> <li>Half Term Timetable made available to all parents and children. Registers are taken daily for each club. Children are asked what Sports they would like to have at school, in both lesson and extracurricular.</li> <li>Registers of fixtures and events are logged on schools systems and consent is requested where required.</li> <li>PE Coordinator and Coaches to complete an inventory to check the number and standard of equipment. Is it fit for purpose? An inventory list is accessible. Order forms are available for equipment needed for both lessons and playground. This is then looked at again at the end of the year in preparation for next.</li> <li>Verbal Feedback is encouraged. Parent Feedback Forms are also given out and parent's carers have the opportunity to share any points they would like to make/ comment on.</li> </ul>



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• Staff are carrying out new and exciting lessons that have been shared through planning. They ask the Coach how to deliver such activities and can feedback the following week.</li> <li>• Children have been able to access a range of different PE lessons, responding to different teaching styles. They have been able to access other Sports that they have not tried before, understanding their own likes and dislikes and new interests and talents in Sport.</li> <li>• More sports/ competitions/ festivals are being made available to all children. This also applies for a range of different ages and abilities.</li> <li>• All children are able to participate at the same time, in the same activity.</li> <li>• Children are active for longer.</li> <li>• Parents/ Carers are attending the performances at the end of each half term. Children are excited to share this with those closest to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are following a new long term plan that has been devised with the PE Coordinator and external coaches/ management. The long term plan is shared with all staff and is also available for parents on the school website. Staff are asked for updates and feedback during Staff meetings.</li> <li>• Case Studies of certain individuals that have openly shared that they don't enjoy PE have now said it is their favourite lesson. Some of those children are also now attending a club, either before or after school. This has been acknowledged by both staff and parents.</li> <li>• It has been more inclusive, I have been able to send some of our SEND children to events. I have also been able to send children swimming to focus on those children that are not confident and were unable to meet the required standards. Allowing the children to also engage in sport, not just compete. However, more children are now wanting to compete and we have seen influx of children requesting to attend competitions outside of school. Attending trial sessions in large numbers. With the most recent being Athletics this Summer. There were only 16 places available but over 45 children applied.</li> <li>• Children are observed joining in the same activity at once. The teacher is not having to plan lots of different activities in order to meet the same objective.</li> <li>• Children are observed by teaching staff and lunch time organisers actively playing for longer periods of time. Children are occupied and there are less behavior issues as they are kept entertained and active.</li> <li>• Parents have thanked us for the efforts we have made and the time we have given to share the children's work. Coaches are also thanking for us and sharing that not many schools allow this to happen. So they appreciate the extra effort too.</li> </ul>