

# 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?  |
|--|---|---|---|
| <p>Children continue to be provided with a variety of extracurricular sporting activities – ranging from gymnastics to football.</p> <p>CPD opportunities for staff</p> <p>The school has developed a new PE curriculum with the support of the children.</p> <p>Transport</p> <p>Introduction of OPAL play to increase physical activity at lunch</p> | <p>Engagement with these clubs is good. Some children have achieved grades in some of these activities provided.</p> <p>The school was able to secure a variety of sports coaches for the staff to work alongside this year. This has provided the children not only with an improved experience but has improved the confidence of staff to lead these sessions.</p> <p>This will come into full delivery this academic year – some sports have been trialed with the new lesson plans with positive results and feedback.</p> <p>Where it has been possible we have provided these activities on site – balancibility etc.</p> <p>Children have been more physically active with the introduction of scooters, building resources etc</p> | <p>Due to the school's location many children do not participate in sporting clubs so it is important for the school to provide these opportunities.</p> <p>The school needs to fully embed the new curriculum</p> <p>This as unfortunately been our biggest inhibiting factor in attending a wider range of activities and competitions–</p> | <p>Parent and pupil voice</p> <p>Due to the rising costs and staff no longer being allowed to transport children.</p> |

## Intended actions for 2024/25

| What are your plans for 2024/25?   | How are you going to action and achieve these plans?   |
|--|--|
| Intent   | Implementation   |
| <p>CPD opportunities to be provided in a wider range of sports and forest school</p> <p>Development of sports leaders</p> <p>Implement new PE curriculum and opportunities to be physical across the curriculum</p> <p>Updated resources for PE, forest school and Opal.</p> | <p>Termly meetings with new OPAL play leaders to support planning and delivery of activities.</p> <p>School to reestablish links with Shepway sports to provide additional activities.</p> <p>PE lead to support ECT in second year.</p> <p>Continue to offer a minimum of 3 sports clubs a week.</p> <p>Help children understand the benefits of a healthy lifestyle and make appropriate choices regarding physical activity</p> <p>Ensure physical 'brain breaks' to increase physical activity during directed learning times.</p> <p>Continue to develop the intra sports calendar utilizing sports leads to plan and gather data.</p> <p>Social media platforms are an effective strategy to communicate with the school community. Continue to promote using these platforms.</p> <p>Complete a stock take of PE equipment and replace any equipment that is damaged.</p> <p>Sports coach at lunchtime/planned and timetabled activities for the pupils once a week.</p> <p>New equipment to be purchased for OPAL play activities to encourage children to become more active.</p> <p>Continue to invest in forest school to provide a broader range of outdoor activities</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?   |
|--|--|
| <p>Staff feel more confident in delivering a wider range of sports and are able to deliver the curriculum effectively.</p> <p>CPD in forest school – lead to train up other members of staff in forest school approach.</p> <p>With the support of Shepway sports –increase the number of opportunities for children to participate in variety of activities.</p> <p>Ensure equipment is high quality to avoid injury and promotes a love of physical activity.</p> <p>Development of Opal play – supporting children to meet their 30 minutes of activity</p> | <p>Staff engagement and staff voice. Pupil voice on their PE experiences.</p> <p>School TA's develop an understanding of forest school and work alongside lead to plan and develop activities that promote confidence, resilience and perseverance.</p> <p>PE lead to sign up to a range of opportunities on offer.</p> <p>New equipment to be sourced in line with new PE curriculum that meet health and safety requirements.</p> <p>New activities to be introduced throughout the year that encourage children to be more physically active at play and lunch.</p> |

## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen?   | What <b>evidence</b> do you have?  |
|--|--|
| <p>Staff are more confident in delivering activities including gymnastics, football, rugby and tennis.</p> <p>All TA's have had the opportunity to work with the forest school lead to develop their understanding and knowledge on how to deliver forest school inspired sessions.</p> <p>Children have had the opportunities to participate in a wide range of activities including – pop lacrosse, balancability, hockey, reception fun days, volleyball through the Shepway sports offer.</p> <p>Equipment has been sourced or replaced to meet the needs of the curriculum.</p> <p>Opal play has developed throughout the year to include training of pupils as activity leads, introduction of daily dance parties, weekly sports focuses, forest school themed activities and training of staff</p> | <p>Staff voice, pupil engagement, after school club registers</p> <p>Pupil voice, staff voice and confidence to deliver activities</p> <p>Registers, pupil voice, engagement with SGOs, social media</p> <p>Tracking of expenditure</p> <p>Photos, engagement of staff and pupils, school council.</p> |