

# 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?
Sports ambassadors	12 Pupils actively engaged in ambassador roles supporting delivery of sporting events (including sports day and delivery of Wolv-Olympic Torch)	Involving local sporting clubs	Less involvement from sporting clubs than desired – target to be focused on in next sports premium strategy.
Sporting competitions	High levels of sporting success across a range of sports (football, girls football, athletics, dodgeball, water polo, hockey, tag-rugby). Evident at attendance to WASPs presentation event.	Parent Workshops	Well attended but only offered to Y1 / Y4
Range of physical activity	Well attended sporting clubs across school for a range of sporting activities. Well mapped out curriculum ensuring a range of invasion, net & wall, OAA, Striking and fielding, athletics, gymnastics & dance. Attendance to 3x residential in Y2, Y4 & Y6.	Swimming competence in Y6	52% of children able to swim 25m by end of year 6. This is an improvement from their starting points but is still a high priority as a school.
High quality PE delivery	Achievement of AfPE Quality mark recognising the quality of the PE provision in place.		

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Further develop ambassador programme to develop visible sporting leaders (Key indicators 2 & 3)	Sports coaches to lead ambassador programme & meet regularly Training for ambassadors delivered by coaches Rotas / timetables to ensure pupils are visible during lunchtimes Sports ambassadors active during lunchtimes – to increase over the year Purchasing equipment to support to support delivery
Continue to provide range of sporting opportunities through PE provision and extra-curricular opportunities (including links with local sporting clubs & external agencies) (Key indicator 4)	Clear mapping out of PE Curriculum ensuring breadth and balance (no narrowing) Opportunities for extra curricular clubs provided by sports coaches and school staff CPD opportunities for staff / coaches to engage wider sporting opportunities Establish links to local clubs / agencies for further sporting opportunities
Further promote importance of physical activity and health to children & parents (Key indicator 2)	Offer further parent workshops Ensure links on website promote physical activity (e.g. HAF programme) Plan and deliver themed events linked to national / international sporting events (e.g. national skipping day / walk and wheel to school campaign) Invite parents to sporting workshops / competitions to support physical activity
Sustain high quality PE delivery (Key indicator 1)	Develop & embed new curriculum expectations Subject leader monitoring of PE delivery CPD for sports coaches Teaching staff to access CPD from sports coaches / external sources Develop accurate assessment of pupils in line with new curriculum PE leader CPD & attending network meetings Sustain expectations for AfPE accreditation

## Intended actions for 2024/26

Ensure pupils of range of ages & abilities have opportunities to compete in sporting events (Key indicator 5)

Sporting clubs

Connect Ed membership / WASPs competitions

Monitoring of attendance to competitions

Opportunities for PP / SEND to engage in sporting events

Internal Sporting competitions organized (inter & intra school events)

Trust sporting events

## Expected impact and sustainability will be achieved

<b>What impact/intended impact/sustainability are you expecting?</b>	<b>How will you know? What evidence do you have or expect to have?</b>
<p>Sports ambassadors visible during lunchtimes &amp; having positive impact on pupil perspectives of PE</p>	<p>Positive pupil voice about sports ambassadors at lunchtimes Sports ambassadors visible in supporting competitive events (Sports day / inter / intra school competitions etc – evident on website) Pupils present at lunchtimes leading activities</p>
<p>PE lessons cover balanced of invasion / net &amp; wall / OAA / gymnastics / dance / striking and fielding over time – clear progression in skills over time &amp; accurate use of related vocabulary</p>	<p>PE overviews followed Pupil voice will evident range of sports being covered Progression in skills evident in observed lessons Pupils will use correct vocabulary linked to relevant aspects of PE</p>
<p>Increased number of pupils attending an increased number of extra-curricular clubs offered by a range of staff. Increasing number of groups (SEND / PP) to attend clubs.</p>	<p>Registers from sporting clubs will show attendance. Monitoring grid to keep track of attendance of boys / girls, PP / Non-PP, SEND / Non SEND. Pupil voice will evident positive attitudes towards sporting clubs Website will evident range of clubs (photographs)</p>
<p>Greater links to sporting clubs to develop sporting opportunities in school that will in turn lead to increased participation in sporting events outside of school.</p>	<p>Pupil questionnaire will show increased numbers of pupils attending out of school clubs due to interest from school links that have been developed.</p>
<p>Increased parental engagement in sports related workshops / events to ensure sustained positive attitudes towards physical activity / health lifestyle</p>	<p>Website will evident sporting involvement from parents. Parent questionnaires will reflect positive interactions from parents (parent feedback forms)</p>
<p>Sustained positive pupil attitudes towards PE lessons due to implementation of new PE curriculum</p>	<p>Levels of pupil participation will be high (evident in lessons) Pupil voice will reflect positive attitudes towards PE Website will show range of sporting opportunities delivered through PE curriculum Pupils will use a range of accurate vocabulary linked to the PE curriculum content</p>

## Expected impact and sustainability will be achieved

Increased number of pupils involved in sporting competitions

Website will show continued sporting participation / success in competitive events  
Monitoring via Arbor will track pupil engagement & monitor demographics of the pupils involved.

Pupils across school given opportunities to participate in inter / intra school events (links across Trust also)

Pupil voice demonstrates positive reflections on sporting achievement and participation

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?