

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"> • Participation in events and competitions. • Extra workshops were provided for all year groups within school grounds. • Having dedicated 'Sports based' lessons taught by experts in PE and marrying up all lessons, taught, workshops arranged and events and competitions. • Involving parents and volunteers in coaching sports. 	<ul style="list-style-type: none"> • Many of our teams placed within leader boards across the year groups and many teams won their events. • Pupil voice indicated increased interest in sports such as hockey and bell boat racing. • Pupil voice suggests great enthusiasm for the workshops that children took part in. • Participation in the workshops before events and competitions had a clear and significant positive impact on children's performance. • Children were prepared, had good understanding of the rules or play and the skills needed in order to compete and enjoy a wide variety of sports. • Both boys and girls had access to football and netball teams this 	<ul style="list-style-type: none"> • Participation of younger year groups in competitions. • Due to SATs pressures and time constraints some year groups were unable to take part in their planned workshops. • The cost of the external coaches is unsustainable from the budget and teachers needed to be more hands on in teaching PE. • Teething problems with volunteers not sure of school procedures and 	<ul style="list-style-type: none"> • We were unable to provide the ratio of staff needed to take younger children off site. • Cancellation of workshops was necessary. • Securing venues and organizing matches meant were often behind

Review of last year 2023/25

year. The girls competed in a league for the first time and enjoyed the experience enough to continue again this year. The boys competed in a Shepway League and one the first place in the Herold Cup. The netball team, coached by two members of staff took part in their first tournament and won first place.

communication methods.

on the fixture list.

Intended actions for 2024/26

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"> • Embed the teaching of the PE curriculum via the platform PE Passport. • Ensure the continuation of sports workshops, competitions and teaching, being cohesive and mutually beneficial. • Establish and embed regular Forest School and outdoor learning for year groups R to 3. As well as Forest School afterschool and holiday clubs. • Establish the 60 active minutes initiative for all classes across the course of the day, through a variety of activities/opportunities. • Establish a coherent assessment system across all year groups. 	<ul style="list-style-type: none"> • Meet with all teaching staff to explore the PE Passport platform and organise online support from the PE Passport ambassadors if needed. • Ensure lessons, competitions, workshops and events have all been aligned so that children have prior experience before taking part. • Timetable an afternoon a week for year R and each group within the Hive. Year 3 to have Forest School on a rotating timetable with half the class at a time (each child will experience Forest School once every two weeks). • Provide access to specific sporting activities during lunchtime play, lead by children by creating a program of intra-sporting challenges, build in time in the day for movement breaks and provide more active after school clubs via staff and volunteers. • Use the PE passport platform to register all children in all classes teachers to choose a group of children to assess each lesson against the outcomes of the session using the PE passport and use photographic evidence to support assessment.

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?
<ul style="list-style-type: none"> • We are hoping to build on the previous year's sporting successes through the integration of teaching and sporting experiences provided. The dates and times for most events through the Shepway Sports Trust remain fairly static and so ones these are matched to teaching can continue to be used in future years. • The impact of Forest School on children's wellbeing and attitudes to nature will be significantly improved, with children keen to attend and gaining skills and experiences that they would not ordinarily have access to for example; woodwork, forestry, caring for fruit and vegetable plants, experience of all the seasons. As time progresses the Forest School area will become more mature and imbedded within the fabric of the school grounds. • The introduction of sports leaders and intra school competitions will foster community spirit and healthy competition, with older and younger pupils supporting each other to compete in games and activities. 	<ul style="list-style-type: none"> • We will have evidence of our success in events with medals, certificates and trophies as well as reporting of our achievements in our school's newsletter. A survey will be conducted to ascertain which extra curricular clubs children have joined and whether their decision to take up the sport was linked to a school experience. • Evidence of the impact of Forest School can also be ascertained through pupil voice surveys and attendance figures. • Evidence of the success of this initiative will be found in the numbers of children choosing to participate in events and in pupil voice surveys.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?