

# 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>- Introduction of the new GetSet4PE scheme of work</li> <li>- Sports coaches to promote competitive sport within athletics and football.</li> <li>- CPD opportunities for teachers/support staff who are less confident within the PE curriculum.</li> <li>- Outside coaches to deliver cross country and tennis sessions.</li> <li>- Membership to Inspire Together Partnership</li> </ul>	<ul style="list-style-type: none"> <li>- Quality of teaching and learning improved across all curriculum strands, based on lesson observations, staff and pupil voice and assessment results.</li> <li>- Successful inter-school results in a range of competitive areas with PE and school sport, with a direct impact to those who worked alongside the sports coaches.</li> <li>- Quality of teaching and learning and confidence of staff improved across a variety of curriculum areas and pedagogically as a whole within the subject.</li> <li>- A successful year, particularly within cross country results within the city and county.</li> <li>- A huge range of opportunities for all of our children through the partnership with increased enjoyment and participation level.</li> </ul>	<ul style="list-style-type: none"> <li>- A range of resources were purchased to replenish and update stock.</li> <li>- Higher transport costs to and from sporting events</li> </ul>	<ul style="list-style-type: none"> <li>- Some of these resources were of a lower than expected quality and diminished their impact within the curriculum.</li> <li>- This took a higher than expected part out of the PE budget; however, it is necessary to provide the opportunities that we do.</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
<p>Improve teacher subject knowledge and pedagogy around the PE curriculum</p> <p>Introduce a range of pedagogical assessments within PE</p> <p>Improve differentiation within the subject, especially the lowest 20%</p> <p>Continue to promote whole-school engagement in competitive and non-competitive sport</p> <p>Update PE equipment where necessary to ensure high quality teaching and learning can take place</p> <p>Introduce Sports Leaders within school to promote active lifestyles within school</p>	<p>a) Use of Jack Stevens (Metcalf Coach) to support to improve PE curriculum subject knowledge/confidence through team-teaching and upskilling during a CPD sequence of sessions during the year</p> <p>b) Staff Meeting on SEND and inclusivity within PE to boost profile of SEND in sports and to raise awareness of inclusive sports – organised through Inspire Together</p> <p>Trial the use of lesson assessments in Showbie with Y3 to check for deeper understanding within lessons.</p> <p>During Learning Walk or Lesson Observations, focus on the provision for the lowest 20%, specifically looking at active time within lessons, engagement and progression within lessons.</p> <p>Using the Inspire Together program, continue to organise, promote and achieve within school sport, with a specific emphasis on inclusion of PP and SEND during events, where appropriate.</p> <p>Regular audits of equipment to ensure that high quality resources can be used.</p> <p>Use of Sports Leaders during Y3 break times, alongside the Moving Schools Challenger Initiative, to promote healthier break time and lunch time choices for a wider range of schools with Healthy Kms being tracked and shared throughout the year.</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?
<ul style="list-style-type: none"> <li>- Improved quality first teaching within PE lessons, especially targeted for non-specialist teachers</li> <li>- Up to date, pedagogically-designed assessments to promote a direct link to our iPad curriculum and our PE curriculum to raise standards of learning across all aspects of the PE curriculum</li> <li>- A larger proportion of the school community making active choices throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>- Through lesson observations, we will see an improvement within quality first teaching with regards to subject knowledge, assessment opportunities and active time within lessons.</li> <li>- Through staff voice, we will see a higher confidence rating within PE teaching and a deeper understanding of the wider curriculum, with specific curriculum areas targeted by individual members of staff.</li> <li>- Deeper understanding shared across the curriculum, through the use of photo/video evidence (collected through self-assessment and peer-assessment) with voice notes to share pupil's understanding of other parts of the PE curriculum that are non-physical (such as tactics, proprioceptive understanding, knowledge of health and fitness etc).</li> <li>- Through our Moving Schools Challenger initiative, we will see an increase in active minutes during the school day across a range of year groups.</li> <li>- In addition to this, the introduction of Sports Leaders into Y3 break times will increase physical activity to a wider range of pupils through a variety of activities/sports.</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>- Improved quality first teaching within PE lessons, especially targeted for non-specialist teachers</li> <li>- Up to date, pedagogically-designed assessments to promote a direct link to our iPad curriculum and our PE curriculum to raise standards of learning across all aspects of the PE curriculum</li> <li>- A larger proportion of the school community making active choices throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers have highly praised the use of a sports coach to upskill them in an area of PE of their choosing (whether subject knowledge or part of a lesson – such as warm ups) and this has enabled them to improve their lessons independently in other areas of the curriculum. Teachers have said it is a worthwhile opportunity to improve confidence and quality first teaching has improved as a direct result of this intervention throughout the year.</li> <li>- Children are able to share knowledge about areas of the curriculum that were previously covered in less detail – for example, the analysis of movement patterns on the efficiency of results within jumping for distance events in Athletics. Where this may have been lost during the lesson as a paired discussion, there is now tangible evidence for all children, through the use of Showbie, where teachers will get a wider picture and clearer assessment of the child as a whole, rather than just the physical ability of the child. This has led to clearer, more precise assessments across the subject as a whole and has levelled the playing field for those children who are knowledgeable about the subject but not as physically able as others.</li> <li>- Throughout the year, we have seen a huge increase in active minutes across the school (with 664,800 minutes being logged from March to June). This has really improved the profile of physical activity within school and has helped children be accountable for their choices, particularly in less structured times such as break and lunch times.</li> </ul>