

PE Funding Evaluation Form

Commissioned by



Department
for Education

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Primary School



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?
Increase range of physical activities available during break times and lunch times	Pupil voice questionnaire, negative behaviour incidents were decreased – less children missing break.	Daily Mile to be re-introduced across the whole school with support from daily mile co-ordinator.	Lack of time – co-ordinator left school so this was difficult to add to another person's list.
Offer a wide range of extra-curricular physical activities.	Attendance at clubs was increased		
Introduce wake and shake into the school day x 2	Wake and shake happens every day in EYFS and KS1 – children very enthusiastic.	Wake and shake activities for KS2	Did not get organised
Increase the sporting events available to all pupils including the least active children and SEND	Competitive sports event timetable was increased again this year including taster activities for less confident / less active children / SEND.	Introduce a wider range of alternative sports including inclusive sports e.g. archery etc.	Archery equipment was purchased through PTFA but lack of staff to run this meant it did not happen as planned.
Well being priority was developed and shared with staff and then with pupils –	Well being week was a positive experience for staff and children – pupil voice and		

Review of last year 2023/25

well being week developed to include active elements.	staff feedback.		
To develop staff confidence to take learning outside more often so enriching provision and well-being	Staff using resources to plan for well being activities including at the woodland classroom.		

Intended actions for 2024/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Engagement of all pupils in regular physical activity	<ul style="list-style-type: none"> Develop Sports Leaders and Sports Ambassadors to lead and encourage physical activities at play times and lunch times Daily Mile to be re-introduced across the whole school with support from daily mile co-ordinator. Introduce wake and shake into the school day for KS2
Increase confidence in staff	<ul style="list-style-type: none"> Develop links with Atlas sports to provide high quality CPD in school and off site
Broader range of sports and activities offered	<ul style="list-style-type: none"> Map out year with links to all hub schools Introduce a wider range of alternative sports for after school activities – ultimate frisbee, shonkball, archery, tabletennis
Development of pupil wellbeing during break and lunch	<ul style="list-style-type: none"> Sports leaders to help plan activities for well being

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"> Sports leaders actively encouraging active play times. Happy active children. Daily mile and wake and shake embedded in school timetables Staff feel confident to run extra curricular clubs that are different from usual sports clubs (ie not football and rounders) <p>A wider variety of after school clubs are provided by the staff and these are attended by all groups of children – girls participation/ SEND are monitored and activities are developed to increase the number of participants.</p> <p>Well being activities are provided on trolley for all children to select and use during break and lunch times. This will be monitored by sports leaders</p>	<p>Pupil voice questionnaire will show that a wider variety of activities have been provided and that the sports leaders have enabled them to try new activities.</p> <p>Attendance at alternative sports clubs increases.</p> <p>Mapping of activities shows that a broad range of activities has been offered – sign up sheets show that a variety of children access this and the offer is developed as the year progresses to fine tune the activities and encourage a broader range of children to participate. (Pupil voice + sign up sheets)</p> <p>Pupil voice, questionnaire for parents + pupils. • Planning shows an increase in activities to be held in woodland classroom,</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p><i>Sports leaders from Year 5 worked with KS1 when on the field to teach them games and activities such as obstacle course. These children will be year 6 next year and can train up the new Year 5's ready to be sports leaders.</i></p> <p><i>Flyers from external clubs shared by email to families with newsletters.</i></p> <p><i>Different children took sports clubs at lunchtime – football and cricket club.</i></p>	<p>Pupil questionnaire published on website</p>
<p>Tracking in place - SEND activities attended with Atlas, links developed with university of Gloucester for alternative sports.</p> <p>Woodland classroom used to encourage less active children.</p>	<p>Pupil voice</p> <p>Tracking grid for sports activities and competitions.</p> <p>Photo evidence on class dojo</p>
<p><i>5 ways to well being used to base well-being week on.</i></p> <p><i>Activities such as slack line, swing and hammocks used in woodland classroom. Spending on expert support for woodland classroom was much higher than originally anticipated but school budget was used to support this as it was excellent.</i></p>	<p>Photo evidence on class dojo</p> <p>Photo evidence and display at school with added pupil voice.</p>