

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?
Provide targeted and structured physical activity at lunch times.	Reduction of poor undesirable behaviours and increase of positive behaviours. Children were more engaged (observations completed)	Visit from female athlete	This did not take place as we were unable to find an athlete that met the criteria.
Provision of Woodland School	All classes attended high quality provision at Woodland school each half term. Pupil feedback shared that they all had positive experiences.	In house CPD for LSA delivering REAL PE to years 1 and 2.	Staff member had to undertake online CPD due to staffing.
Maintenance of outdoor equipment	All children could access the equipment as it was safe all year around.	Targeted and structured physical activity	Staffing was limited and high need cohort meant that there was limited opportunity. No evidence to prove that specific children increased their participation in activities.

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>To continue the provision of Woodland School free of charge to all families</p> <p>Ensure that all children have an opportunity to experience a range of sports (that are available in our local area) whilst attending Moss Lane</p> <p>Help all children at Moss Lane see themselves as potential sports people</p> <p>Children to be taught dance by qualified and experienced teachers</p> <p>Continue to provide purposeful activity during daily lunch breaks</p> <p>Seek opportunities for Moss Lane children to participate in competitive sport with children their own age</p> <p>Staff to have refresher training of REAL PE</p>	<p>Liaise with Woodland school lead to secure dates for 2024-2025. Request resources order from woodland school lead. Order resources to ensure sessions can run and include physical activity Regular communication with class teachers to ensure all children are accessing sessions and activities. Review Woodland School in June 2025 with intention to plan sessions and activities for 2025-2026</p> <p>Sports/physical activity survey shared in Autumn 2 with all families. Review of responses by end of Autumn 2. Book sessions for pupils to explore and experience sports that are new to them, but available within our local area</p> <p>Visit from a female Para athlete in the Spring /Summer term. Communication with agencies that enable this</p> <p>Book local dance teacher to provide 3 sessions for each year group over the academic year.</p> <p>Observations of lunchtime activity, Review these findings by end of Autumn 2. Discuss with lunchtime staff about what is feasible/manageable at lunchtimes with level of need. Purchase equipment that can support more purposeful play/physical activity.</p> <p>Reach out to local schools by end of Autumn 2. If there are opportunities available, book in visits for Summer term 1. Plan in opportunities for teaching/embedding of the skills needed for these activities in Summer 1</p>

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?
<p>Woodland school provision: all children will be able to participate in a range of activities. Children will grow in confidence spending time outdoors taking part in free and planned activities that have elements of physical activity. Children's wellbeing will be improved / sustained due to spending time outdoors. Participation will be above 95% over the year.</p> <p>Sustainability: woodland school can be provided through school funds or small parental contributions</p> <p>Experience range of sports: An increase in the number of children participating in physical/sporting activities outside of school (and those provided on site out of hours). An increase in vulnerable pupils attending clubs in/out of schools.</p> <p>Sustainability: These experiences can be provided each year, but with a cost to families.</p> <p>All children will feel motivated to participate in sport having seen representations of themselves in sports/events. Pupils with physical disabilities will feel empowered and motivated to join sporting clubs etc</p> <p>Using qualified dance teachers will ensure that children develop skills in dance that other staff are not able to provide. Children will learn a dance and present to peers. Staff will have opportunity to develop specific skills</p>	<p>Attendance can be measured. Planning for sessions to be monitored. Review of/discuss impact each half term at staff meetings. Pupil questionnaires exploring thoughts, feelings and attitudes around Woodland school. Boxall Profile to be used to measure wellbeing of pupils – findings from this can be factored into provision at woodland school.</p> <p>Questionnaire results will highlight number of pupils that participate in activities and which activities.</p> <p>Questionnaire repeated in summer term 2 to see if there is change. Review these findings in preparation for following academic year.</p> <p>Targeted pupil discussions will gauge attitudes of how they see themselves as sportspeople</p> <p>Professional conversations with staff around confidence and skill level for teaching dance before and after sessions to identify impact</p>

Actual impact/sustainability and supporting evidence

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