

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 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?
All pupils will be taking part in P.E lessons that are judged as good or better. Staff will show increased confidence when teaching a range of PE units and will demonstrate a passionate approach when teaching Daily K to be continued across the school as a means of ensuring that ALL children are participating in activity at least once a day. Children with complex SEND to be provided with accessible physical education	PE Learning walks demonstrated good lessons and confidence to use skills in both Real PE and sport specific lessons. Pupil Voice indicated high levels of enjoyment in PE lessons and children's confidence in their PE skills. Daily K used regularly to encourage movement by the children and build physical stamina Learning walks and staff CPD indicated that staff are aware of complex SEND needs but require more training for some individual requirements. The Sensory Room has been set up to include gross and fine motor sensory activities. Children access this regularly.	Forest School trained staff to share knowledge with a team through CPD, update training where necessary, and all year groups to access Forest School. Continue to develop links with other schools for inter-school matches and attend county run tournaments	Staffing restrictions limited the use of Forest School in 2023-2024. Adverse weather has led to the postponement of cross-cluster matches. Windale no longer has regular access to a mini-bus.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
• Continue to replace resources as the need arises • Extend the types of sport equipment available to children at break and lunch times • Train sports ambassadors to lead games at break and lunchtime • Maintain safety of large apparatus – both indoors and outdoors • Equip lunch club with resources to facilitate teamwork and fair play • Develop links with local schools to develop competition • Extend the offer of extra-curricular clubs, both at lunch time and after school • Develop outdoor learning – Forest school (den building), gardening club to encourage outdoor activity • Develop orienteering as part of the PE curriculum	• PE lead to carry out termly audits to assess need • Pupil voice to indicate what equipment children feel will enhance lunchtime provision • PE lead to train sports ambassadors to lead games and activities • Yearly inspection and maintenance of large apparatus in the hall and on the field • PE and PSHE lead to establish which resources will benefit children and purchase • Liaising with schools within and beyond the cluster • All Teachers to run a club to extend current offer taking into account personal preferences • Purchase more den building equipment to further develop the use of outdoor spaces • Staff training and purchase of maps/courses

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?
• Well-maintained equipment allowing for full access to the curriculum and extra-curricular activities • A wider range of activities on offer at break/lunch times • Sports Ambassadors leading games/activities with more children actively participating • Large apparatus continues to be usable • Children learning about fair play, turn taking and teamwork • Children participating in inter school competitions in a variety of specific sports • A wider range of children attending extra-curricular physical activity developing lifelong habits • Increased use of outdoor areas with children participating in outdoor activities that are not sport specific • Outdoor and Adventurous Activities can be offered as part of the PE curriculum	• Planning looks and Learning walks indicate that large apparatus is being used in PE lessons • A wider range of activities on offer at break/lunch times • Sports Ambassadors have a rota of days that they are leading and have children actively participating • Planning looks and Learning walks indicate that large apparatus is being used in PE lessons • Less lunchtime and breaktime incidents • Netball, Football and Rounders matches have taken place within the cluster • Increased number of children attending extra-curricular clubs • Forest is used daily for wider curriculum teaching – daily gardening club run • Learning walks show QFT of orienteering and other OAA activities.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
• Well-maintained equipment allowing for full access to the curriculum and extra-curricular activities • A wider range of activities on offer at break/lunch times • Sports Ambassadors leading games/activities with more children actively participating • Children learning about fair play, turn taking and teamwork • A wider range of children attending extra-curricular physical activity developing lifelong habits • Increased use of outdoor areas with children participating in outdoor activities that are not sport specific • Outdoor and Adventurous Activities can be offered as part of the PE curriculum	• An annual inspection was carried out and all indoor equipment was passed as safe – outdoor equipment has been cordoned off as deemed unsafe and needs replacing. • All Teachers are running at least one extracurricular club – uptake has increased by 23% from last academic year. • Lunch club equipment for teaching fair play and teamwork has helped in lowering the number of playtime and lunchtime incidents. • Every class has accessed the den building equipment and is accessing more varied outdoor learning. • Maps of the school and courses have been purchased from British Orienteering and staff have been trained in the delivery of orienteering – More than 50% of children have accessed this as part of their PE curriculum.