PE Funding Evaluation Form

Commissioned by Department for Education

Delivered by association for Physical Education and 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?
• Develop PSHE curriculum over the course of the year. • Track pupil progress and take action to increase rates of progress so that pupils achieve highly • To consult with pupils about sports on offer • To increase activity through daily clubs offer • Increase pupil involvement • To monitor access to extracurricular sports • To have a clear vision for competitive sport that mirror's the school's vision for pupils to be resilient, self-assured individuals • To produce, share and implement a competitive sports vision with whole school community To develop the role of Senior Mental Health Lead Further embed forest school provision	• Club registers • Parent feedback • Increased PE PARTICIPATION • Events participated in • Pupil & Parent voice • Lesson walk throughs	• Provide more links with external organisatons	• Review of experiences

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. To improve the quality of the PE Curriculum 2. To improve the quality of curriculum dance and gymnastics teaching 3. To develop self-confidence and self-expression through theatrical dance/drama 4. To further develop and enhance the PSHE curriculum 5. To improve the choice and quality of extra-curricular sports and activities 6. To have a clear vision for competitive sport that mirror's the school's vision for pupils to be resilient, self-assured individuals 7. To produce, share and implement a competitive sports vision with whole school community	1. Monitor teaching and learning and provide support to deliver high quality PE – subject leader qualified sports coach • Track pupil progress and take action to increase rates of progress so that pupils achieve highly • To identify talented pupils across the school and promote achievements and increase sporting opportunities • Purchase additional equipment 2. Deliver high quality curriculum dance / gymnastics / drama to UKS2 and LKS2 pupils 3. One performance per half term in Collective Worship and termly to parents • Music specialist teacher employed to increase performance confidence • Increased staff confidence through CPD • Whole school oracy focus to improve confidence 4. Develop Croft PSHE curriculum over the course of the year. • Track pupil progress and take action to increase rates of progress so that pupils achieve highly • Provide opportunities for courageous advocacy 5. To consult with pupils about sports on offer • to develop a plan for lunch time and after school sports clubs for coming academic year

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?
High quality delivery of PE- staff highly trained High participation rates, particularly girls. Inclusion of all pupils including those with SEND and PP High quality PE curriculum and extra curricular sports – broad offering Pupil progress and attainment high Access to more competitions – improved success Pupil accessing local teams and clubs for further coaching Pupil self-confidence increased, oracy skills improved, improved social and emotional well-being, improved resilience Pupil knowledge of how to keep themselves fit and healthy improved	Attendance at activities monitored. Pupil voice in including sports and activities of their liking. Teaching and Learning monitored by subject leader Pupil progress and attainment tracked. Pupils' well-being improved – evidence from PSHE lead and interventions leaders Improved behaviour. Shared success stories. Increased self-confidence. Enjoyment of children and staff. Children's achievements out of school celebrated on social media. Increased self-confidence – whole school production of Madagascar in theatre

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
Staff teach confidently and competently. % Pupils achieve expected standard in PE ? number of competitions entered – pupils achievement Girls football team established and played in competition Variety of sports increased Pupils' sports council established CPD provided inhouse for lunchtime sports staff	Subject leader monitoring Governor monitoring Pupil data CPD provided by MLS Inflatable assault course during sports week Tri Golf experience After school sports