



# PE Funding

## Evaluation Form



Department  
for Education

Commissioned by  
 association for  
Physical  
Education



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## 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.*

**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?
<ol style="list-style-type: none"> <li>1. Spending on new gym mats meant all year groups able to utilise new equipment for multiple activities.</li> <li>2. Level of competency for swimming was high following spending on swimming lesson intervention.</li> <li>3. Addition of new equipment for lunchtime and other activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mats were used and continue to be used on a daily basis. Current mats are still in good condition.</li> <li>2. Record of competency noted.</li> <li>3. More children using equipment during lunchtime, increase in physical activity levels, especially KS1.</li> </ol>	<ol style="list-style-type: none"> <li>1. PE specific CPD for TA's lacking.</li> <li>2. Audits of equipment and learning resources by previous sport coaches.</li> </ol>	<ol style="list-style-type: none"> <li>1. TA's asking for more opportunities.</li> <li>2. Lack of information of what equipment and resources are available for new sport coaches/staff</li> </ol>

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> <li>1. Increase level of competency for basic fundamental movement skills (FMS) e.g. running/jumping/throwing/catching.</li> <li>2. Increase level of understanding of health &amp; wellbeing (diet, nutrition, exercise, physical &amp; mental etc).</li> <li>3. Provide opportunities for pupils to represent the school in competitive fixtures/tournaments.</li> <li>4. Enhance pupil’s understanding of different rules, tactics and strategies in different team and individual games.</li> <li>5. Further integrate the use of the 7 habits within lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dedicate time to specific planning to integrate FMS into different topic areas that traditionally use FMS (Gymnastics using throwing and catching etc).</li> <li>2. Create and pin up reminders of specific health &amp; wellbeing within the school. Utilise these specific resources in lessons.</li> <li>3. Use of local contacts &amp; school games to organise team sports participation off-site. Build upon impact of proudness to represent school.</li> <li>4. Utilise previous pupil’s knowledge of own experiences of different rules by applying friendly competition to aspects of lessons.</li> <li>5. Use of learning resources to enhance understanding and learning. Capitalizing on resources used for Leader in Me.</li> </ol>

## 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?
<ol style="list-style-type: none"> <li>1. Expecting more pupils to showcase competency in FMS as well as more of a supporting nature between pupils within lessons for all to succeed through pupil-pupil input.</li> <li>2. Hopeful impact of all pupils acknowledging the important of positive health &amp; wellbeing as well as using what they learn in other lessons about health &amp; wellbeing and making the link into PE.</li> <li>3. Expecting lots of pupils to engage with outer-school competitions and events. Hopeful of developing confidence for specific individuals. Emphasis on opportunity to include anyone over 'ability'.</li> <li>4. Hopefully aim to maintain the passion for individuals to learn all about different rules, tactics and strategies. Continued encouragement of learning as much as they can to share with others or use outside of school via recreational sport.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of personal best days - organised by Testlands Sport Coaches, once a term pupils have an opportunity to showcase their learning and skills through enjoyable and interactive activities. Traditionally, a number system is used to grade pupils learning. However, adaptations are to be made to create specific pupil profiles to note individual pupil's development in PE.</li> <li>2. By recording and promoting conversations between pupil and Testlands Sport Coaches in relation to what pupils have specifically made an effort to enquire and quiz knowledge about health &amp; wellbeing.</li> <li>3. Current evidence - Year 6 football tournament provided multiple opportunities to specific pupils who lacked confidence within sport. Since this, these pupils have encouraged others to participate in upcoming school events and competitions.</li> <li>4. Measure evidence of showcasing of knowledge through</li> </ol>

## Expected impact and sustainability will be achieved

5. Expecting all students to actively use the 7 habits within PE as well as reflect on what habits should be used when.

termly 'quizzes' about the rules/tactics of specific sport being taught that term. Current evidence - Several pupils across multiple classes and year groups offer to referee specific games/activities. Additionally, sport leaders used by Testlands Sport Coaches support through teaching of potential tactics and strategies to other pupils, older & younger.

5. The 7 habits are used within Testlands' sport coaches' planning, with activities relating to specific habits. Use of current & future planning with 7 habits to be monitored through 'personal best days'.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ol style="list-style-type: none"> <li>1. Increase in physical activity levels from KS1.</li> <li>2. Increase in children attending local sport clubs outside of school due to experiences within school.</li> <li>3. Pupils showcasing a better understanding of health &amp; wellbeing.</li> <li>4. Basic understanding of rules, tactics and strategies followed and utilized in team/individual games/competitions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of children attending after school clubs has increased.</li> <li>2. Recorded statements from pupils about their positive experiences in PE &amp; out of school. E.g. experiences in archery afterschool has led to some joining local archery clubs.</li> <li>3. Knowledge embedded within PE lessons, personal best days showcasing high percentages of understanding across multiple classes.</li> <li>4. Data collected via personal best days show tactical understanding of pupils is significantly high across all year groups.</li> </ol>