

# PE Funding

## Evaluation Form



Department  
for Education

Commissioned by  
 association for  
Physical  
Education



**Created by**

## 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 2024/25.
- 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 2024/25

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?
<p>After trialing a new PE Curriculum (PE Passport) as a paid scheme of learning, this has been our first full year using this curriculum. Conversations with staff have proven positive about the sequences of learning and the organisation of the curriculum. They particularly enjoyed units which provided video based demonstrations and provided feedback for PE subject leads to contact PE Passport with. Therefore, staff confidence levels have improved through using these videos as this has been used as a teaching tool. Paying into Chesterfield and MADCOS events has presented our children with more opportunities to compete at level 2 and 3 sports. Although travel costs have increased, sports premium funding has enabled our children to access competitions where by costs can sometimes be a factor. Children's University graduation was one of our most successful years.</p>	<p>Staff verbal feedback provided insight into the daily teachings of PE across all year groups. Feedback also indicates teachers are more aware of the progression of skills needed within a sport/activity for their particular year group. Therefore, children are developing their skills in a progressive way across their primary career. The addition of more inclusive events has enabled more children across our school to enter events. All Year 6 pupils were able to graduate and two thirds of Year 2 pupils.</p>	<p>Travel costs have increased which has impacted the amount of events we could enter. PE Passport could be enhanced even further with video demonstrations for all units as opposed to written details. This feedback will be emailed to PE Passport prior to September. Assessment in PE through PE Passport started well in Autumn but staff are getting used to keeping this updated throughout the year.</p>	<p>Clear increases on funding expenditure forms. Staff feedback on PE Passport. Accessing PE Passport to view assessments.</p>

What are your plans for 2024/25?

Intent





By tweaking PE curriculum maps to ensure the summer term teaching and learning has the most impact for children. To provide feedback to PE Passport to make the positive changes.

Relook at the best opportunities for Daily Mile sessions to take place and implement whole school activities.  
Train a new group of Year 5 children as playground leaders to run structured playground games. Fund equipment to support active play times and learning.  
Continue with whole class sensory based approaches.

Explore PE grants/Tesco/local community fundraisers. Speak to FOGP in regards to future fundraisers towards a minibus.

FOGP conversations have taken place in regards to start dates, pitch sizes, meetings, contractors.

## 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?

## Expected impact and sustainability will be achieved



Staff surveys, PE live and non-live monitoring, and regular staff conversations.  
Improved pupil outcomes in assessment tasks. Easier usage and understanding of PE Passport scheme.

Staff engagement, pupil voice, observations, communication between playground leaders and organisers. Proper and respectful usage of equipment.

Improved performances and participation, pupil voice.

More clubs and outdoor lessons during the winter months. Improved performances and participation, pupil voice.



What **impact/sustainability** have you seen?

What **evidence** do you have?

<p>A sustained approach to curriculum teaching. Staff confidence levels have improved. Curriculum teaching easily continued with supply or sports coaches when needed. Children's University more inclined to participate in activities in/out of school with the incentive of graduating and exploring other activities/hobbies. Participation rose across all year groups after school clubs, particularly girls. A sustainable competition calendar is in place which allows us to set competition dates in stone and allows us to arrange staffing which has previously been a problem. Equipment is reusable, training pupils and staff in maintenance will extend its lifespan.</p>	<p>After school club register, pupil voice, staff feedback, monitoring schedule.</p>