

# 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?
Secured 120 minutes access to high quality PE sessions weekly.	All children have been able to access over 120 minutes of active and high-quality PE sessions. Reflected in school time table and number of events the children were able to successfully participate in. Pupil voice Parental verbal feedback Report comments 'I felt proud when I attended the inter schools cricket competition.'	Lack of indoor provision/ space due to poor weather and sports hall used as a communal space for non-PE activities	Hall unavailable for non- sporting events.
Provided children with a broad range of sports in PE and as extra-curricular clubs.	Pupils have had opportunities to attend a wide range of clubs including sports new to school: Tri-Golf and Boccia.	Still endeavor to have a greater out of school offer for children to try a broader range of sports.	Pupil voice Look at how to maintain resilience and commitment- e.g. complete a 6 week course in karate High take up of sporting classes undertaken outside of school does not always translate to what we can offer as a school i.e. gymnastics infrastructure/resources/expertise in school

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Maintain 120 minutes access to high quality PE sessions weekly and at least 30 minutes physical activity daily to be physically literate.	<p>Subject lead working closely with SLT, SSP and in school sports coach to plan and deliver sporting events throughout the year and tailor the curriculum around these calendar events.</p> <p>Sports coach to deliver clear and achievable objectives for all year groups using the Get Set 4 PE scheme and link with SSP events offering non-competitive access for pupils, intra-school opportunities and pathways to inter-school events.</p> <p>Ensure children understand the purpose of learning the skills and knowledge and get 'real life' opportunities to implement them.</p>
Widen PE curricular and extra-curricular experiences through use of Gateshead School Sports Partnership (SSP) event calendar and in-house events linked to national and international events.	<p>Menti metre for pupil voice</p> <p>Staff CPD</p> <p>Sports coach working closely with PE lead and SLT to ensure full and broad coverage of all skills linked to events to be attended.</p> <p>Reach out to out of school providers to be able to offer a broader range of activities to families on site or as pathways within local community.</p>

## 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?
<p>Primary teachers have development of CPD and confidence to deliver high quality PE in a range of sports and disciplines.</p> <p>Teachers are equipped to lead sports clubs and teams at various events throughout the academic year.</p>	<p>Broader range of lessons and skills being taught.</p> <p>Increased knowledge in how and what can be delivered.</p> <p>Wider range of sporting opportunities made available by more staff and attended by children.</p>
<p>Children develop a broader awareness of the huge range of sports on offer and a lifelong love of sport and exercise is fostered for all.</p>	<p>Increase in physical literacy skills and knowledge by the children evidenced through video and photographic capture and visible progression of skills between key phases.</p> <p>Maximum number of SSP events attended throughout the year by all year groups including EYFS.</p>
<p>Alignment of SSP calendar to school calendar and PE curriculum.</p> <p>Get Set 4 PE Scheme adapted to school priorities.</p> <p>Equipment audit and purchase to facilitate PE and School Sports.</p> <p>Opportunities for pupils to attend events throughout year.</p> <p>Extra-curricular offer is designed using pupil-voice to ensure engagement.</p> <p>Community events raise profile of sport, health and well-being. Families are more involved therefore encouraging children to be consistent attenders in extra-curricular clubs.</p>	<p>Increased number of families involved in sporting events including parental volunteers and spectators. Tracked via internal registers.</p> <p>Sporting potential identified by staff members with signposting given to support development in a =n area that a pupil shows promise.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Alignment of SSP calendar to school calendar and PE curriculum. Get Set 4 PE Scheme adapted to school priorities.</p> <p>Equipment audit and purchase to facilitate PE and School Sports.</p> <p>Opportunities for pupils to attend events throughout year.</p> <p>Extra-curricular offer is designed using pupil-voice to ensure engagement.</p> <p>Community events raise profile of sport, health and well-being and form part of School Improvement Plan for personal development.</p> <p>Child attended National Golf competition with professional golfers fostering a life long love of the game and raising the profile in school.</p>	<p>Tracking evidence using in-house registers.</p> <p>All context groups are represented across the academic year with lowest attenders identified and plans made to attract them to participate.</p> <p>More children involved in out of school hours sports- Fencing, karate and multi- skills.</p> <p>Registers</p> <p>Photographs</p> <p>Certificates</p> <p>Grading levels improved in karate.</p> <p>Several events attended and celebrated in school to raise profile and confidence of children involved.</p>