

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?
<ul style="list-style-type: none"> • Lunch time and extra-curricular equipment • Competitive sport entries and participation • Raise the profile of P.E. Rewards for positive learning and behaviour and embed greater school ethos amongst the school community • Implement CPD training for teachers • Marketing and Promoting: School Flag • Forest School for years R to 4 • Continue swimming provision for Years 1-6 	<ul style="list-style-type: none"> • Children engaged and enjoying new equipment during play and lunch time. • CPD has been effective - evident through learning walks and floor book monitoring. • Data evidence from end of term/year assessments. • Children's sporting achievements celebrated in assemblies • Log of clubs, competitions and sporting events that have taken place. • Children physically active in outdoor environment, supporting physical and mental wellbeing 	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • n/a

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • To increase all teaching staff's confidence, knowledge and skills when teaching PE, through use of PE PRO. • To provide a greater number of experiences of sports through extra-curricular clubs and TPA/Partnership events. • To ensure the PE curriculum is accessible to all learners. • Forest School for years R to 4 • Continue swimming provision for Years 1-6 	<ul style="list-style-type: none"> • Review PE curriculum • Audit PE resources • Staff questionnaire about teaching PE, adaption and confidence. • Attend PE pro day • TPA sports events to be attended. • Selected Sevenoaks events to be attended. • Sports club (netball) to be run. • Dance Club to be run • Pioneer Passport sporting events to be selected for specific year groups. • CPD for all teachers around using PE pro and teaching PE – through training from specialist. • Support teachers to adapt lessons/skills for children who are not able to access the current curriculum – through training from specialist.

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?
<ul style="list-style-type: none"> • Teachers to understand how to navigate an use PE PRO to support planning. • Teachers to know where all sports equipment is and how to resource a PE lesson to enhance lessons. • Teachers' confidence to increase in regards to using both PE PRO and teaching PE. • Children to be able to access and attend and take part in a wide range of sports competitions. • After school sports clubs to be well attended. • After school clubs to prepare children for competitions. • Children to be given the opportunity to go to see professional events – supporting children to experience new things through the TPA passport. • Teachers' are confidently adapting the lessons and tasks to allow all children to access the curriculum. 	<ul style="list-style-type: none"> • Teachers will access PE lesson plans to inform lessons - evident through learning walks and monitoring. • A variety of equipment will be used during PE lessons – evident through learning walks and monitoring. • Teachers are adapting lessons - evident through learning walks and monitoring. • Teacher surveys • A variety of clubs to be run as extra-curricular activities. • The school to be entered into a range of sporting events (TPA, Sevenoaks and independent events). • Registers of participation in clubs and events to be kept and monitored. • All children able to access the curriculum • Data to show strong attainment levels • Pupil voice surveys

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Over the course of the year teachers have become more confident when teaching PE. They are able to use a variety of equipment across a range of sports and adapt tasks according to the children in their classes. This has been supported by PE PRO lesson plans.</p> <p>High attainment in assessments around progression and understanding of skills as well as being able to complete certain tasks.</p> <p>A variety of sporting activities have been offered to children this year both during the school day and as extra-curricular activities. This has allowed children across the school to attend and access a range of sports and take part in competitions.</p> <p>Through adaption, improved confidence in teaching PE, the use of PE PRO and training from a specialist PE teacher all learners have been able to access the curriculum.</p>	<p>Through staff surveys about their confidence and understanding of PE PRO.</p> <p>Evidence through learning walks and floor book monitoring.</p> <p>Data evidence from end of term/year assessments.</p> <p>Log of clubs, competitions and sporting events that have taken place this academic year, along side the children who have attended.</p>