

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 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?

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Upskill class teachers to lead high quality learning in PE, removing the reliance upon an external expert. Introduce a purchased scheme of work to ensure progression and development of skills. Expand the range of sports offered beyond those covered at the Ryedale sports events. Explore the options for lunch-time club offers so that pupils who cannot attend after school may do so. Formalise running events in the build-up to the Kirkby 10K to increase sign-ups. Track and monitor achievement in PE Sustain high levels of children leaving KS2 able to swim 25m in 3 different strokes.	Purchase of Complete PE and allocated inset time to support staff in understanding the progression of learning.. Introduce new sports including tennis and orienteering, and supply relevant equipment for this. Sessions from local tennis coach to be offered. Introduce a range of sports and activities including yoga and mindfulness to the lunchtime offer. Purchase mats and required equipment. All pupils from R - Y6 have the opportunity to swim. Juniors for ½ a year and Infants for 8 weeks.

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?
School teachers confidence in teaching effective PE lessons increased, no longer reliant upon a specialist supply teacher. Lessons will follow a clear cycle of skills development and progression. Adaptations for pupils in different year groups and with SEND will be clearly seen. Wider range of sports will interest more pupils over time, and offer opportunities for different pupils. Tracking of PE will allow for targeted skills development for pupils with gaps in ability/skills tasks, and where teachers need to provide further challenge. More pupils able to access club offer and feel part of the community beyond lessons. More pupils enter the Kirkby 10K. Running skills and resilience improved. All pupils can swim 25m upon leaving KS2	Reduction in amount of teacher talk in PE lessons and an increase in the active time. Pupil achievement and steps in learning tracked and evidenced. Pupil voice for response to wider club offer/variety of sports offered. Increased percentage of pupils taking part in the 10K race. Swim passport evidence.

Expected impact and sustainability will be achieved

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Wider range of sports now offered, not just tied to the local Ryedale sports competitions. Lessons now follow a clear cycle of skills development and progression. Adaptations for pupils in different year groups and with SEND are beginning to be seen. Wider range of sports will interest more pupils over time, and offer opportunities for different pupils. More pupils able to access club offer and feel part of the community beyond lessons. Weekly running club on Tuesday mornings during Spring term. More pupils enter the Kirkby 10K. Running skills and resilience improved. Redesigned sports day offered more time for all pupils to be active and chance of success for all. High percentage of pupils leaving KS2 can swim 25m in 3 strokes and all in at least 1 stroke. Many children leave infants able to swim 10+m in several strokes.	Pupil voice indicates tennis and orienteering very popular with engagement. Pupils seeking to continue tennis outside of school. All PE curriculum learning is now taught using schemes with progressions of skills. Yoga club runs weekly on lunchtimes with high take-up from Infant class (full each week). Gillamoor pupils placed in the Kirkby 10K at various year group levels and genders. Running skills developed through targeted teaching of technique. Almost exclusively positive feedback gathered from both parents and pupils following new format sports day. Swimming tracking data from lesson evidence.

Actual impact/sustainability and supporting evidence