

PE Funding Evaluation Form

Commissioned by



Department
for Education

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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"> • A variety of pupils engaged in physical activity at lunch times. • Pupils began to take part in different competitive sports fixtures and festivals. • Enhanced provision to support EYFS gross motor skills. • Ensure Pupil Premium and SEND children have access to sports after school clubs. 	<ul style="list-style-type: none"> • Delta Sports coaches ran different activities at lunch times for different year groups including a variety of different sports. • Pupils competed in Trust competitions and School Games competitions. Inkberrow achieved the School Games Gold mark and our Year 6 team reached the county cricket finals. • Purchased additional balance bikes to be used in the outdoor area and all Reception children took part in their Bike ability session. • High uptake of after school clubs for both groups of children, due to IPS providing one free club per year. 	<ul style="list-style-type: none"> • Purchasing of different sports/gym equipment. • Limited attendance to trust events. 	<ul style="list-style-type: none"> • Limited equipment not purchased as transport costs exceeded original plan. Audit of equipment to be carried out and purchased this academic year 24/25. • Organisation and communication limited, this academic year, Delta sports have been employed to run these. <p><i>Further spending to be allocated to equipment and transportation costs.</i></p>

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"> • Extend sporting opportunities for pupils. • Enhance sports equipment. • To introduce AFL during PE lessons. 	<p>Working in collaboration with the PE leads across the trust, to ensure there are equal opportunities for children of all ages and abilities both competitive and for enjoyment and fun. Plan using the School Games calendar, which events we will attend and work towards.</p> <ol style="list-style-type: none"> 1. Children of all ages to have access to a range of after school clubs. 2. Children from different year groups to take part in competitive sport. 3. Children from each year group to attend sporting festivals for fun and enjoyment. <p>Further audit to be completed at the end of Autumn term and questionnaire to be distributed to collect children's voice when considering the purchase of new equipment for PE and lunchtime.</p> <ol style="list-style-type: none"> 1. Children to have access to a wider variety of equipment and resources to support active play at lunchtime. 2. Purchase sport specific equipment to be used during PE lessons. <p>Assessment will be introduced at the end of PE lessons using the whole class assessment tracking sheets that are tailored for specific units of learning. Teaching staff with complete assessments at the end of a unit to identify pupils progress against curriculum expectation. Thus enabling children to be identified who need further support and allowing those who are exceeding to be signposted to external opportunities.</p> <ol style="list-style-type: none"> 1. Complete whole class assessment at the end of a unit of teaching. 2. Identify those who are not meeting expectation and plan intervention opportunities. 3. Identify those who are exceeding and sign post to external opportunities available.

Expected impact and sustainability will be achieved

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What evidence do you have or expect to have?</p>
<p>Intended impact – equal opportunities are provided for children of all ages and abilities, including opportunities for both competitive and fun sport. Events planned both within the trust and within the local area.</p> <p>By collecting children’s voice we aim to have a positive impact on the provision that is available at lunch time and that there is greater availability of equipment for PE lessons. Enabling greater sporting opportunities and continued practice with sport specific equipment. Sustainability will depend on how robust the equipment is.</p> <p>Assessment to be used to positively impact pupils by providing additional input/intervention for those who are struggling. Positively impacting those who are exceeding by sign posting them to external opportunities.</p>	<p>School Games events calendar annotated and evaluations completed. Year calendar to created to identify events that children will attend and ensure there are opportunities for all.</p> <p>Pupil Voice questionnaire collected before purchasing new equipment, look at how this has changed after purchasing new equipment. What do pupils think? Keep a record of equipment that is purchased.</p> <p>Assessment grids to be collected at the end of each half term for units of work. Records of intervention to be recorded on Insight. County pathways to be filled in where applicable.</p>

Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?