

PE Funding Evaluation Form

Commissioned by



Department
for 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.

Review of last year

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?
We replenished PE resources and purchase new resources to support the PE curriculum. Lunchtime Clubs were introduced in designated zones Play Leader scheme for all pupils led by Year 4 sports ambassadors Opportunity for all Year 4 pupils to access swimming lessons	Opportunity for children to play with a variety of new resources Pupils enjoy trying out new games and varied their lunchtime experience Year 4 awarded responsibility to engage with younger year groups Pupils meeting swimming targets	Cost of transport increased considerably	Pupils are eager to try out new equipment and games and develops friendships

What are your plans for 2025/26?

How are you going to action and achieve these plans?

Intent

Implementation

1. To raise standards of teaching and learning in PE.
2. To offer a variety of extra-curricular activities to all pupils.
3. To participate in inter-school sporting events and competitions
4. Professional development of teachers and Teaching Assistants regarding PE delivery and high-quality education outcome
5. To provide pupils with sports day and in-house events to promote competitive activities

1. To continue to develop physical literacy across the curriculum. Develop staff knowledge to raise standards of PE in all year groups.
2. More opportunities are provided across the whole school, including lunch times.
3. Offered a variety of experiences and opportunities to all pupils. Develop skills of our pupils at competition level.
4. Redborne CPD and subscribe to gold membership and participate in competitions and festivals. Invite sports professionals to offer CPD.
5. Various activity events throughout the year. Annual sports day event.

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?
1. Increased confidence of staff delivering lessons. Improved engagement and enjoyment in activities across all year groups. Development of problem-solving, teamwork and communication skills. 2. Increased pupil participation in extracurricular sport and physical activity. A wider range of pupils engaged, including those less confident in PE. Improved physical activity levels during the school day, particularly at lunchtime. Development of skills, teamwork and confidence outside of PE lessons. 3. Increased participation in inter-school competitions across all year groups. A wider range of pupils representing the school, including less confident learners. Improved confidence, teamwork and resilience in competitive situations. 4. Increased confidence of staff delivering lessons. Improved engagement and enjoyment in activities across all year groups. Development of problem-solving, teamwork and communication skills. 5. Pupil have broadened their experiences of sport and PE. Develop their skills and take part in new sports	1. Staff feedback. Pupil feedback responses. Planning documents. 2. Club registers and attendance records. Timetable of clubs offered across the year. Pupil feedback. Staff feedback of pupil engagement at lunchtime clubs. 3. Competition registers and participation records. Event calendar and records from the Redborne School Sports Partnership. Staff observations of pupil engagement. 4. Staff feedback. Pupil voice responses. Planning documents. 5. Increased percentage of SEN and Pupil Premium children engaging in pe and sport events. Increase engagement of less confident pupils involved in sport and PE.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. High levels of pupil engagement. Increased independence when completing activities. Staff more confident using equipment and delivering lessons. Resource subscription remains in place for continued use. Opportunities to engage in PE and outdoor learning. 2. Uptake of lunchtime clubs with a wide range of activities for pupils due to structured opportunities. Pupils showing improved confidence, teamwork and enjoyment. Greater engagement from pupils who are less active during PE lessons and lunchtimes. Established lunchtime club structure. Lunchtime provision embedded into daily routines. Opportunities to adapt and refresh the club offer based on pupil interests. 3. Increased number of pupils attending competitions and representing the school. Positive pupil attitudes towards competition and representing their school. Continued membership of Redborne School Sports Partnership ensures ongoing access to competitions. 4. Staff plan and report their outcome from teaching PE and attending events 5. Broaden pupil experiences of sport and PE and continue to improve their confidence and engage in new activities. Pupils are motivated to take part in new sports.	1. Staff feedback. Lesson planning. Pupil feedback. 2. Ongoing club registers. Observation of lunchtime activity levels. Positive feedback from pupils and staff. 3. Competition records and sharing successes in assemblies. Feedback from pupils and staff. 4. Discuss progress in staff meetings and recording pupil progress 5. Improved engagement in PE and lunchtime activities from all year groups.