

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 - 2024

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? |
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| Investment in further athletics equipment, purchasing a range of different sizes and weights to ensure access across school. | The athletics equipment has led to increased participation during PE lessons, with pupils showing greater enjoyment and motivation. Teachers have observed improvements in physical skills and social interactions. Pupil feedback highlights enthusiasm for the new equipment. | Number of competitive opportunities for young people externally. Pupils did not have as much access to competitive sports with other schools. In school provided a range of physical competitive opportunities but needs to be more external. | There were limited opportunities provided and only specific forms of activities external to onsite activities and provision, this to be developed across the next academic year. Pupil voice have asked for further competition with others and feel they are able to manage this emotionally now. Due to transport costs and lack of own transport it has been a challenge to ensure this is able to be supported effectively. |
| Primary teaching team more confident in delivering PE, supporting pupils to undertake extra activities inside and outside of school. | Primary teaching team has demonstrated increased confidence in delivering effective PE lessons. This is evident through lesson plans, staff feedback and lesson observation feedback. Higher engagement in Residential has been observed. Team teaching of PE has increased subject knowledge and consistency in the delivery of PE. | | |
| Sports hall developed and fit for purpose for all aspects of PE. | All lessons are able to be held in the sports hall with no exceptions other than outdoor activities, which should be held on a field or within specific courts. | | |
| Specialist PE teaching. | Ability to look at courses to support sports leaders in the coming years. | | |

Intended actions for 2024/2025

| What are your plans for 2024/25? | How are you going to action and achieve these plans? |
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| Intent | Implementation |
| <p>The school will use the Sports Premium Strategy to enhance the quality and breadth of Physical Education (PE) and school sports provision, with a strong focus on physical health, teamwork, resilience, and character growth. The following plans outline how:</p> <ol style="list-style-type: none"> 1. To become members of the Youth Sports Trust and ensure representation and engagement with all sporting activities are attended, with the Academy being represented, ensuring wider engagement from pupils, motivating and engaging a range of pupils across a range of sports and activities. (KI 1,2,3,4,5) 2. Funding will be allocated to provide school sports kits for pupils representing the academy in competitions. This will foster pride, unity, and professionalism amongst the academy team while ensuring equity, as all pupils will have access to suitable attire for events. This will promote identity and cohesion for pupils. (KI 4 & 5) 3. The Academy will invest in Continuous Professional Development (CPD) for staff, focusing on team-building strategies and character development through experiential activities. This training will utilise tailored kits designed to foster resilience, leadership, and problem-solving skills among pupils. By equipping staff with these skills, the school aims to embed character-building activities into PE lessons and broader extracurricular experiences, ensuring long-term impact. (KI 1 & 3) | <ol style="list-style-type: none"> 1. To Ensure that, as an Academy, we attend most, if not all of the events that have been organised by the YST. Ensure that all pupils who wish to attend a sporting event do so at least once across the academic year. Ensure pupils feel motivated to attend activities and events with positive encouragement from staff, supported by those they know well. 2. Sports kits will be supplied for pupils participating in school competitions. This will ensure all pupils have access to professional attire, promoting equality and a sense of unity and pride among teams. Wider team events will be attended and registration of this provided. Records of achievement will be made available for pupils and team events documented. 3. Continuous Professional Development (CPD) sessions for staff will focus on team-building strategies and character development techniques. Staff will use experiential learning kits to promote resilience, leadership, and problem-solving skills. These principles will be incorporated into PE lessons and the extracurricular curriculum to create a sustainable and long-term impact. |

Intended actions for 2024/2025

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| <p>4. Equipment purchased, further Athletics equipment required. The purchase of additional athletics resources, such as hurdles, relay batons, discus, and javelins, to support the development of track and field skills. This will allow pupils to participate in a wider range of activities, encouraging greater engagement in athletics and preparation for inter-school competitions. (KI 2 & 4)</p> <p>5. Additional resources and equipment purchased for lunchtime club to ensure these include physical activities and opportunities for activities beyond the national curriculum. (KI 2, 3 & 4)</p> | <p>4. Athletics Equipment: Additional hurdles, relay batons, discus, and javelins will be purchased to enhance track and field activities, preparing pupils for inter-school competitions. These will be used during lesson, lunch clubs and for specific practice and training for pupils.</p> <p>5. Lunch clubs updated and inclusive of additional physical activity options. Rota will demonstrate wider options for pupils and resources successfully with a range of staff supporting / leading, implementing their CPD.</p> |
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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? |
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| <p>1. Pupils will feel confident and empowered to engage in a range of competitive sport. They will know expectations and feel motivated and supported to achieve sporting goals beyond the school grounds, working with others and fostering problem solving skills and teamwork. They will feel a sense of success and achievement and work with others in way to support communication and social skills development. Pupils will accept success and disappointment in winning or losing and know that they have been successful in representing the Academy. Pupils, who want the opportunity, will be provided with the opportunity for sports beyond the school, encouraging further engagement in a range of sports.</p> | <p>1. Overview of pupils who have accessed different events through a register spreadsheet and range of sporting events attended documented. Pupil voice will be captured and their thoughts shared with the wider school community, this will be evident through their feedback. Increased engagement in PE as outlined from the school non-engagement tracker to notice increased participation. Improved communication between pupils within the school environment and evidence of improved communication and engagement between pupils, evidenced through Annual Review feedback and pupil voice.</p> |
| <p>2. Promote team cohesion and pride by providing pupils with sports kits for inter-school events. Increased pupil participation and improved team unity will reflect the programmes impact on school representation. Sense of belonging and representation will be clear through investment in supporting their access and engagement with activities inter-school.</p> | <p>2. Evidence of improved team cohesion and pride in representing the Academy will be visible through the use of the new school sports kits, along with increased pupil participation in inter-school events. Register of participation will be evidenced and success and otherwise documented and celebrated through school family letters and assemblies, also via certificates of participation and achievements.</p> |
| <p>3. Evaluate the long-term integration of CPD training on team-building and character growth into teaching practices. Reports will highlight how these skills have been embedded into the curriculum to ensure ongoing benefits.</p> | <p>3. Evaluations of how staff incorporate CPD training on team-building and character growth into their teaching and will provide evidence of long-term impact. This to be across school and Key Stages. Information will be specific to school community and be inclusive of registers for staff training.</p> |
| <p>4. Pupils will have access to a wider range of athletic equipment to support their knowledge skills and understanding of field and track skills and activities.</p> | <p>4. Progress will be seen through the skills developed and captured on Earwig, our assessment platform.</p> |
| <p>5. Additional lunch clubs which have a focus on physical activity beyond the national curriculum in place. A range of staff will lead these and increased engagement from pupils. Pupils will have the opportunity to access a wider range of sports.</p> | <p>5. Lunch club rota and registers will be available. Increased engagement from a range of pupils with resources specific to the skills / activities required from pupils.</p> |

Expected impact and sustainability will be achieved

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Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
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| To be completed July 2025 | To be completed July 2025 |