

# 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 2024/25.
- 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.*

## Intended actions for 2024/25

| What are your plans for 2024/25?   | How are you going to action and achieve these plans?   |
|--|--|
| Intent   | Implementation   |
| <p>Provide a wide range of after school clubs which are free for all children to attend.</p>   | <p>Arrange coaching staff to teach children in Years R-6, supported by teaching staff so they can engage in CPD.</p> |
| <p>Provide a range of active lunchtime clubs which for all children to attend.</p>   | <p>Arrange lunch time clubs, and identify target children to coaching staff.</p>                                     |
| <p>Participate in competitive sporting activities, e.g. cricket, football, Black Country Games, swimming, athletics, gymnastics, MAC Games etc</p>                                   | <p>Subscribe to imoves and share with staff. Provide CPD to staff where necessary to support use.</p>                |
| <p>Transport to reduce barriers in participation of events, including reducing financial constraints acting as a barrier to pupils taking part in outdoor adventurous activities</p> | <p>Subject leader to liaise with other Sports Leaders, to organise competitive sporting activities.</p>              |
| <p>CPD opportunities for staff</p>   |  |

## Expected impact and sustainability will be achieved

| What impact/intended impact/sustainability are you expecting?  | How will you know? What <b>evidence</b> do you have or expect to have?  |
|--|---|
| <p>Working with Inspire Coaching to provide trained providers in a variety of sports to ensure that there is a wide range of sports on offer for children.</p> <p>Working with Inspire Coaching to provide trained providers in a variety of sports to ensure that there is a wide range of sports on offer for children</p> <p>Subject Leader to continue links with external providers and participate in competitions</p> <p>All children are provided with opportunities to experience a wide range of sports.</p> <p>Staff knowledge in the delivery of PE, and specific areas increases.</p> | <p>Lesson observations and discussions with staff.</p> <p>Increased physical activity and breadth of activities for children.</p> <p>Increased knowledge and skills for children.</p> <p>Increased confidence and competence of staff when teaching PE.</p> |

## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen?  | What <b>evidence</b> do you have?   |
|---|---|
| <p>Children have developed a stronger understanding of the sports introduced.</p> <p>Noticeable increase in pupils' knowledge, skills, and overall performance.</p> <p>Growing enjoyment of sport, with greater perseverance and resilience shown.</p> <p>Staff demonstrate improved confidence and competence in delivering sports activities.</p> | <p>Pupil voice</p> <p>Lesson observations</p> <p>Staff voice (informal and formal)</p> <p>Formative/ summative assessment</p> |

## Swimming Data 2024/25

|  |                 |
|--|-----------------|
| Does your school have Year 6 pupils?   | Yes             |
| What percentage of pupils in your current Year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres?        | 93%             |
| What percentage of pupils in your current Year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)? | 93%             |
| What percentage of pupils in your current Year 6 cohort can perform safe self-rescue in different water based situations?                        | 93%             |
| What impact has your schools spending of this funding had on swimming and water safety attainment?   | Positive impact |