

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 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.

Review of last year 2024/25

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?
- Lunchtime Provision Development - Balance Ability Experience - School Games Mark - Staff CPD	- Pupils now have a broader range of physical and sporting activities to engage with during lunchtimes. - Supports pupils to meet the recommended 60 minutes of daily activity. - Increased engagement in a variety of different activities. - Improved confidence, skill, and ability among all Year 1 pupils in riding balance bikes. - School achieved the Platinum Games Mark. - Pupils had more opportunities to take part in sporting competitions. 11 teachers completed RBGYM Gymnastics CPD training across the academic year. 91% of teachers improved their knowledge and confidence in gymnastics.	<i>sensory circuits & equipment) – not all staff have had sensory circuit and equipment training</i> <i>Play activator training for support staff. –looking into this for the summer term</i>	This has yet to be booked and implemented This has yet to be booked and implemented.

Intended actions for 2025/26

What are your plans for 2025/26 ?	How are you going to action and achieve these plans?
Intent	Implementation
Develop use of physical activity/sensory circuit opportunities as a motivational and supportive tool for learning for the groups of most vulnerable children. <i>sensory circuits & equipment) – not all staff have had sensory circuit and equipment training</i> <i>Play activator training for support staff: –looking into this for the summer term</i> To continue with the Balance Ability experience for year 1 pupils To develop a range of after-school activities that broaden the pupils' access to sports not offered within the curriculum	- Book training sessions for members of staff across school e.g. support staff. - Allow the year 1 children to access a term of balance ability. As there is only 2 classes this year in year 1, the children who still need extra support with balance ability can use the lessons within the summer term. - Each year group will be offering a sports club for their key stage across each half term. This will be documented on a sheet so it is monitored that all children will get access to a sports club. Sports club offerings from outside companies/people e.g. cricket and RBGYM will be spread across multiple year groups and not the same ones.

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?
From the play activator training- we are hoping that the children will be more engaged when outside and will enjoy playing a variety of new games/sports that they may not have had access to before inside or outside of school. Year 1 children will be able to ride a bike confidently by the end of year 1. Children to have access to a wide range of clubs each term.	Children will be engaged and excited to go outside at dinner to access playground equipment. They will be able to learn new skills and games to play with others and without an adult. RBGYM will be keeping assessments of how the children are getting on with riding a bike. If there are children who need extra lessons and support, this will be available in the summer term, and the assessments will be used to support this. Using a working document to see what staff members are running each club, we will be able to ensure a wide range of clubs are offered. For the clubs, that us as staff can't run due to special equipment, an outside provider e.g. RBGYM will run for us. For example, archery and fencing.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Develop use of physical activity/sensory circuit opportunities as a motivational and supportive tool for learning for the groups of most vulnerable children. (sensory circuits & equipment) Play activator training for support staff. Children in 1S have enjoyed learning to ride a bike each week. There has been lots of children who have made good progress with riding a bike. In the Spring term 1HW will be taking part in balance ability sessions. Across the year, a wide range of clubs have/will be accessible for the children to take part in.	- During a staff training day, all support staff have had play activator training. They learnt various games to play with children of a wide age range, outside. They also learnt how to adapt various games to support all children and enable all children to be able to participate. - On the training, staff were able to see how to use a variety of equipment which we had within school and create ways of showing the children how to use it. E.g. balls in the reception playground- children to stand in a circle and roll the ball to someone else within the circle without the ball rolling away. They can also use it alongside other equipment e.g a bat. - This can be seen from the assessment completed by RBGYM. 1S's parents were invited to share a session with their child. This enabled parents to see the progress their child had made. - Clubs such as archery, fencing, gymnastics, multi skills, tennis and cricket have been on offer for the children to take part in. Also, the children have had access to football and rugby tournaments.