

# 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 2023/24

**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?
<p>Children were taking part in PE regularly, through ELMs coaches.</p> <p>Children have highly skilled coaches teaching lessons and taking after school clubs.</p> <p>Learning mentor employed to help children who are struggling emotionally and socially.</p>	<p>Pupil voices are overall positive.</p> <p>Positive feedback from children who go to learning mentor.</p> <p>ASC sports are accessible to all. Clubs are full.</p> <p>Teacher's reporting that mentors are helping to settle children – children motivated to take part in their learning.</p>	<p>Developing teacher's confidence with leading PE lessons</p>	<p>Teachers very rarely observed ELMs coaches (as it was the same time as their PPA). Teacher feedback suggested they were mostly not confident using equipment or planning.</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
<p>To promote regular physical activity among all pupils.</p> <p>To embed inclusive practices in PE to ensure all pupils, including those in Pupil Premium, can participate fully.</p> <p>To continue employing a learning mentor to support pupil engagement and wellbeing through PE.</p>	<p>PE and Sport Grant Income: £16,722.00</p> <p>Sports in School Ltd: £7,007</p> <p>Soccer Kidz: £1123.50</p> <p>Moving Waves: £1,500</p> <p>Skipping Workshops: £345</p> <p>Phil: £5,943.75</p> <p>Offer a wider range of extracurricular sports clubs to cater to diverse interests and encourage broader pupil participation.</p> <p>Teachers to identify Pupil Premium pupils who are underrepresented in PE and extracurricular activities. SMP to offer funded or subsidised access to clubs.</p> <p>Phil will take children out one-to-one and/or in small groups. He will speak with children about their thoughts and feelings,</p>

## Intended actions for 2024/26

play games with the children and help them to interact with each other whilst playing together.

## 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?
<ul style="list-style-type: none"> <li>- Increased pupil participation in physical activity, both during and beyond the school day, through a broader range of extracurricular clubs that appeal to diverse interests. This will help foster positive attitudes towards physical activity and support long-term health and wellbeing.</li> <li>- Improved engagement and inclusion of Pupil Premium pupils in PE and sport, supported by targeted identification, subsidised access and mentoring. By removing financial and social barriers, we aim to ensure equitable access to all physical activity opportunities.</li> <li>- Enhanced pupil wellbeing and social development, particularly among those receiving support from the learning mentor. Through structured play, emotional support and positive peer interaction, pupils will build confidence, resilience and stronger relationships.</li> </ul>	<p>Registers from extracurricular clubs will be used to monitor overall pupil engagement, with a focus on identifying increased participation among Pupil Premium pupils.</p> <p>Surveys, informal feedback and focus groups will provide insight into pupils' enjoyment, confidence, and sense of inclusion in PE and physical activity.</p> <p>Teachers and support staff will provide feedback on the effectiveness of inclusive strategies and the impact of CPD or mentoring support.</p> <p>Phil will maintain logs of his sessions, noting pupil engagement, social interaction and emotional wellbeing outcomes.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Increased pupil engagement in physical activity, with more pupils attending extracurricular clubs and showing enthusiasm for trying new sports. This is especially noticeable among pupils who were previously less active or reluctant to participate.</p> <p>Greater inclusion of Pupil Premium pupils, who are now more visible in PE and extracurricular settings thanks to targeted support and subsidised access.</p> <p>Improved pupil wellbeing and social skills, particularly among those supported by the learning mentor. Pupils are more confident, better able to express their feelings, and more willing to engage with peers during physical activity.</p> <p>Systems we've put in place, such as tracking participation, using pupil voice, and embedding inclusive practice, are now part of our ongoing approach.</p>	<p>Participation records showing increased uptake in extracurricular clubs, particularly among Pupil Premium pupils.</p> <p>Pupil voice surveys and informal feedback indicating improved enjoyment, confidence, and sense of inclusion in PE.</p> <p>Learning mentor logs documenting pupil engagement, emotional wellbeing, and social development through one-to-one and group sessions.</p>