

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 2024/5

Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • Give pupils broader experience of sports and activities • Provide financial support for families who may not be afford after-school clubs • Increase the number of girls playing football • Increase participation in competitive sport • Year 6 children finishing primary school meeting the national curriculum requirements • Increase the profile of sport within school 	<ul style="list-style-type: none"> • PE staff run structured sports activities and games during break and lunchtimes • Give pupils an opportunity to experience a wide range of sports and activities at break and lunchtimes, PE and extracurricular activities • Create an after-school club provision offering a wide range of sports and activities • Upgrade sports equipment to better the experience of sport for participants • PE staff run 2 lunchtime football sessions a week specifically targeting girls • Run a girl’s football club in after school club • Create and host intraschool competitions within the ‘ODST Southern Hub’ • Provide opportunities for children to experience competition within school through interschool competitions • Greater focus on competition in upper key stage 2 PE • Test all upper key stage 2 classes and select specific children to target for in school lessons • Promote diverse and inclusive sports and activities through newsletters and assemblies • Utilize social media and assemblies to highlight achievements

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?
<ul style="list-style-type: none"> • Create positive relationships with sports and physical activity for all children. All children having fun during PE and enjoying the lessons. • More children being physically active, including those who do not normally access sports clubs. Increasing the participation of children at lunchtime and afterschool clubs. • Children joining sports clubs outside of school. The school will aim to form partnerships with local clubs, providing a pathway for children who want to participate in competitive sport. • Children leave school with an essential life skill and knowledge of water safety 	<ul style="list-style-type: none"> • Student/parent voice • Creating a timetable highlighting which year group/group of children can do which activity on each day • Registering afterschool clubs to collect data • Staff feedback on behavior and atmosphere on the playground during break and lunch times • Contacting local clubs to collect data on number of participants • Summative assessment at the end of the block of swimming lessons

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?