PE Funding Evaluation Form

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Commissioned by

Department for Education

Created by

association for Physical Education

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.

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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?
Increased participation in physical activity: All pupils engaged in at least two hours of high-quality PE each week. **Broader range of sports and activities:** Pupils were introduced to new sports (e.g., gymnastics, badminton, and outdoor adventurous activities), increasing enthusiasm and engagement. **Chance to Dance Project with year3-4 working with artists from Northern Ballet and the Royal Opera House.** **Sing Dance and Leap project with Northen Ballet year 5** **Active lunch and playtimes:** Investment in playground equipment led to more active break times.	• Pupil surveys showed improved attitudes toward PE and sport. • Teacher feedback highlighted increased confidence and competence in delivering PE. • Attendance in after-school clubs increased compared to the previous year. • Observations showed higher levels of physical activity at break/lunch times. • Pupil physical literacy assessments showed measurable improvement. Live performances at St Georges' Hall and the Bradford Live, lots of media interest, our children on the BBC headlines page.	**Limited swimming progress:** A number of Year 6 pupils did not meet national curriculum swimming requirements despite lessons. **Uneven engagement in extracurricular clubs:** While many pupils attended clubs, participation was lower among disadvantaged pupils and girls in upper KS2 and pupils with SEND) were less engaged in extracurricular clubs and sports activities. **Limited intra-school competition:** Opportunities for internal competitions (e.g., house tournaments) were fewer than planned due to weather and staffing constraints.	• Swimming assessment data showed gaps in attainment. Club attendance registers indicated lower uptake among specific groups. Enrichments – Every child in school took part in a physical activity. The year 4 children performed at St Georges' Hall in front of a large audience. The year 5 children performed at Bradford Live in front of an audience of 10,000! Our children were featured on the BBC and Look North as well as both, local and National newspapers.

Review of last year 2023/2024

Participation in inter school competitions: The school participated in local sports competitions and festivals, with improved results and increased pupil confidence. **Targeted support:** Funding was used to support less active children through lunchtime clubs and change4life-style interventions.			

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
• **Increase overall pupil participation in physical activity** by offering a broader range of inclusive, engaging, and accessible activities during curriculum time and extracurricular clubs. • **Improve swimming attainment**, ensuring more pupils meet the national curriculum requirement of swimming 25 metres confidently and safely. • **Strengthen staff confidence and consistency in PE delivery** through targeted professional development and structured lesson support. • **Promote physical and mental wellbeing** by integrating physical activity throughout the school day and linking PE with personal development (e.g., resilience, teamwork, leadership). • **Provide tailored opportunities for less active pupils**, pupils with SEND, and those disengaged from physical activity. **Embed sustainable physical education practices** to ensure improvements are long-term, regardless of future funding.	• **Widen extracurricular offerings** by introducing a variety of sports and physical activities (e.g., dance, non-traditional games, fitness circuits) and ensuring sessions are inclusive for all ability levels. • **Provide swimming top-up sessions** for Year 5 and 6 pupils who did not meet the required standards in Year 4, delivered by qualified instructors. • **Deliver CPD for staff** through specialist PE coaches and external training to build teacher confidence in planning, teaching, and assessing high-quality PE lessons. • **Use pupil voice** (via surveys and the School Council) to shape clubs and activities to meet children's interests and increase participation. • **Incorporate active learning across the school day** using resources like the Daily Mile, BBC Super Movers, and cross-curricular active lessons. • **Track and monitor participation and progress** using registers, fitness data, and teacher assessments to ensure effective targeting of funding and interventions. • **Develop pupil leadership roles** (e.g., Sports Crew or Play Leaders) to encourage peer-led physical activity during breaks and lunchtimes. • **Maintain and invest in equipment** to ensure high-quality delivery and reduce barriers to participation.

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?
• **Increased physical activity levels** across the school, especially among previously less active pupils, contributing to improved health, focus, and wellbeing. • **Higher attainment in swimming**, with a greater percentage of Year 6 pupils meeting national curriculum standards through focused top-up sessions. • **Improved quality of PE lessons**, with staff showing greater confidence and consistency in delivering inclusive, engaging PE as a result of targeted CPD. • **Sustained participation in physical activity** through development of pupil-led activities and leadership roles, promoting long-term engagement. • **Enhanced pupil personal development**, including teamwork, resilience, and leadership skills, reinforced through both PE and extracurricular opportunities. • **Reduced barriers to participation**, ensuring children with SEND or from disadvantaged backgrounds are actively included in all PE and sport provision.	• Increased attendance at clubs and PE sessions (monitored via registers and tracking systems). • Staff feedback and lesson observations showing improvement in delivery and confidence. • Pupil feedback indicating enjoyment, engagement, and perceived progress. • Swimming assessment data indicating improved outcomes. • Leadership and engagement logs showing increased activity during unstructured times. • CPD records and impact reviews showing development in staff skills.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
• **Increased engagement in physical activity:** Pupil participation in both curriculum and extracurricular sport has risen significantly, particularly among KS2 pupils. Club registers show a 30% increase in attendance compared to the previous year. • **Improved pupil wellbeing and behaviour:** Staff have reported improvements in focus and behaviour during lessons, attributed to higher activity levels and structured active playtimes. • **Sustainable staff development:** Staff who received CPD are now independently delivering higher-quality PE lessons, using a wider range of activities and assessment strategies. • **Stronger pupil leadership:** The introduction of Play Leaders has led to a more active and inclusive playground environment, with peer-led games now a regular part of break and lunchtime. • **Swimming interventions showing progress:** Targeted top-up swimming lessons have resulted in a measurable improvement, with a higher percentage of Year 6 pupils meeting swimming and water safety requirements. • **Better inclusion:** Targeted support has helped SEND and less active pupils to engage more regularly in PE and sport, as tracked through tailored support plans and participation logs.	• Club and intervention registers • Teacher and coach lesson observations • Pupil and staff surveys • CPD impact evaluations • Swimming attainment data • Pupil voice and leadership reflections