

# 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.*

## Intended actions for 2024/25

| What are your plans for 2024/25?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How are you going to action and achieve these plans?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Intent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Key Indicator 2:</b> Improve the engagement of all pupils in regular physical activity</p> <ul style="list-style-type: none"> <li>- More children being physically active at break and lunchtimes through access to more sports equipment.</li> <li>- Refresh the skipping initiative.</li> <li>- More children using the field at break and lunchtimes to facilitate physical activity.</li> <li>- Teachers using brain breaks to improve the amount of physical activity and movement in class times.</li> <li>- House competitions facilitated by house captains that include a focus on being physically active.</li> <li>- SEND children to be provided with equipment to facilitate to sensory circuits to build strength and physical competence.</li> <li>- EYFS outdoor resources improved to include more equipment which facilitates building upper body strength and allows for development of fundamental skills.</li> </ul> <p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of</p> | <p><b><u>£20,150 budget</u></b> (Current planned spend: £14,300)</p> <p><b>£5000</b> - improving playground equipment for KS2<br/> <b>£1500</b> - boot brushes to overcome the barrier of not using the field<br/> <b>£100</b> - to refresh the skipping initiative<br/> <b>£250</b> - online subscription for active brain breaks<br/> <b>£1000</b> - SEND Sensory Circuits<br/> <b>£1500</b> - EYFS climbing equipment</p> <p><b>£50</b> - New PE lead training<br/> <b>£200</b> - New teachers PE training and development<br/> <b>£???</b> - KS2 staff trained to deliver swimming sessions</p> <p><b>£500</b> - Extra-curricular clubs to be well resourced<br/> <b>£3000</b> - Top-up swimming and water safety for UKS2</p> <p><b>£1200</b> - Sign up for competition package</p> |

## Intended actions for 2024/26

all staff in teaching PE and sport

- Staff trained to deliver swimming to allow for better use of swimming time.
- New teachers and new PE lead to receive further training.
- Staff surveyed to analyse what further support is needed.

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

- Extra-curricular clubs to be well resourced to allow for a broader range of activities to be on offer
- Local clubs invited in to do assemblies and raise the profile of a variety of sports
- Top-up swimming sessions offered in UKS2, alongside water safety.

**Key indicator 5:** Increased participation in competitive sport

- Sign up for the Cambridge School Sports Partnership for competition package for next academic year. [Subscription Service | Cambridge Coleridge SSP](#)

## 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? |
|---------------------------------------------------------------|------------------------------------------------------------------------|
|                                                               |                                                                        |

## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen? | What <b>evidence</b> do you have? |
|--------------------------------------------------|-----------------------------------|
|                                                  |                                   |