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 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?
- Increased confidence in staff teaching PE lessons. - Increased profile of Dance across the school. - Large number of students attended sporting events/competitions/ workshops outside of school. - Sports Day (Change of venue) - Students being given roles/'jobs' in relation to PE. - Afterschool and lunch clubs targeted at students who excel in specific sports, to prepare for upcoming school competitions. - Introduction of new playtime activities, including new sports equipment. - Frequent trips to the Emirates (Arsenal) and the Arsenal Hub football pitch.	- Staff feedback from CPD sessions. - High demand of students from across the school wanting to be involved in Dance clubs and trips - Rota created and updated throughout the year to keep track of children who attended competitions. - Overwhelmingly positive feedback from parents and students. - Equipment much better managed and stored. - Good performances and results in outer school competitions and events, including winning Basketball competition and receiving Dance awards. - Observations show that children are provided with many play options during playtimes that feature PE activities (cricket, basketball, crazy-catch, volleyball, etc). - Student and staff feedback very positive.	- Inconsistency of students wearing correct PE kit. - Occasionally lack of equipment for PE lessons due to it being used/lost during playtimes. - Further observations of P.E. lead needed for professional development.	- Observations during PE lessons. - Regular restocking of equipment after auditing in PE shed. - Lack of evidence to provide when looking for staff feedback on PE lessons.

Intended actions for 2025/25

What are your plans for 2025/2?	How are you going to action and achieve these plans?
Intent	Implementation
- Continue to provide all students at Duncombe a high-quality PE curriculum that gives them chances to use equipment and be involved in sports/games that they may not have access to otherwise. - Continue to allow students to showcase and/or develop their sporting abilities outside of regular PE lessons, including events specifically designed for students with SEN. - Continue to support KS2 staff when delivering their classes additional weekly PE sessions (Dance, Gymnastics and now Fitness). - To better store and look after PE equipment. - To continue to celebrate students' sporting achievements in PE lessons or in outside competitions, linking these achievements to our schools' ASPIRE values.	- Review and improve upon the current curriculum map. Invite specialist coaches in to teach their focus sport. Restock equipment regularly. Hold regular meeting with staff teaching PE about planning. - Attend PESSPA tournaments regularly. Attend competitions and events held by other schools/organizations. Continue to build relationships with local sports clubs and encourage students to attend. - Renew yearly subscription with GetSet4Education. To hold CPD sessions for new teachers or teachers who need support teaching Gymnastics or Dance lessons. - To purchase new PE Shed, enabling the school to store more equipment in an organized fashion. To create 'job roles' for students (PE Shed monitor, etc). - Sporting achievements to always be mentioned in whole-school assemblies. Awards and certificates to be given to students for their efforts in PE/competitions.

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?
- Students access all of the PE curriculum, offering a wide variety of different games, sports and activities. - Sustainability – All staff teaching PE will be confident and competent. Continued CPD can come from accessing local networks, training, support and sharing good practice in school.	- Students tick off milestones and targets set by government guidelines for ages (PE Lead to asses students on these targets). Evidence of large variety of PE subjects being taught in school. - Staff surveys that show high percentage of staff feel confident when teaching PE. - Lesson observation and feedback for staff.

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?	What **evidence** do you have?
- Teachers are confident teaching Dance and Gymnastics when in KS2, and find the resources available to them to be very helpful.	- Overwhelmingly positive feedback from KS2 teachers.