

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?
THE REVIEW OF LAST YEAR'S SPEND AND KEY ACHIEVEMENTS IS AVAILABLE ON THE PE AND SPORTS PREMIUM REPORT 2023/2024.			

Intended actions for 2024/25

Total £18 100

5 key indicators:

Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.

Key indicator 2 -The engagement of all pupils in regular physical activity

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.

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

Key indicator 5: Increased participation in competitive sport.

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent - To ensure that all children are participating in two hours a week of high-quality and inclusive PE by continuing to focus on staff CPD, ensuring all teachers are confident to teach to a high standard in accordance with the National Curriculum. - To train LSAs to support pupils who require adaptations within PE lessons. - Focused opportunities in school and on the playground to ensure 60 active minutes a day - Monitoring and celebrate external physical activity within and outside of school - All children to participate and engage in forest school - All children to participate in off-site activities to promote physical activity - Increase the range of physical activity options available to promote physical activity and motivate all children	Implementation - Quality of teaching and learning in PE are developed through staff CPD including bespoke training based on identifying need. - Support for new PE lead – by previous PE lead and Mid Sussex Active - Ensure all teachers can access high quality planning and resources to support their develop and skills to deliver the PE curriculum – Get Set 4 PE - ECT CPD by Mid Sussex Active - SENDCO and PE lead support for LSA training - PE resources updated to enable high quality PE - Increasing the range of equipment available for physical activity at playtimes and lunchtimes. This will include structured games and active play. - LSA training by Mid Sussex Active on playtimes and active play - Celebration of outside activites in newsletter - Assemblies to promote a range of activities such as karate - Implementation of a wider range of extra-curricular clubs - Participate in MS active sporting competitions, events and festivals 2 days of forest school for each child, including the walking to and from the

Intended actions for 2024/25

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| <ul style="list-style-type: none"> • Ensure all children are included through specific adaptations and staffing • Raise the profile of PE and physical activity through development of Learning outside the classrooms • Raise the profile of PE and physical activity through use of Leaders - Sports Captains, play leaders, gardening monitors • Focused opportunities in school and on the playground to develop social skills, co-operation and collaboration • Broaden the experience of the pupils by offering a wider range of physical activities, sports and experiences | <p>site</p> <ul style="list-style-type: none"> • Staff CPD (LSAs) in supporting all children to deliver outside learning through forest school • Have a range of Physical activity focus days to encourage all children to participate in physical activities – reindeer run, sports day, monster kickabout, Biggest girls football event, basketball day, virtual competitions • Top up swimming • Promote the use of HAF codes for physical activity providers during holidays • Track and monitor pupil participation and achievement across PESSAPA with wider school data – attendance, behaviour, achievement • Newsletter and celebrating success in physical activity within and out of school • Learning outside the classroom opportunities within learning and across the broader curriculum • Increasing the quality of provision for structured games and active play – resources and staffing. This will support behavior and inclusivity, as well as promote wellbeing (physical and mental) for all pupils. • LSA training by Mid Sussex Active on playtimes and active play • Sensory circuits for inclusivity • Broader PE curriculum and sports offer to pupils using Get Set 4 PE • Try it out sessions such as basketball, cricket, karate • Participation in a wide range of sporting festivals and events, inclusion festivals, multisports virtual event, residentials (Year 5 Lodge Hill, Year 6 PGL), Circus skills workshop in Year 6, Bikeability in Year 6, Chessington World of Adventures • Increased range of extra-curricular activities offered eg cheerleading |
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Intended actions for 2024/25

Bikeability costs

Ensure all pupils can access competitions in school through regular intra-school competition and inter-school competitions
Competition formats to reflect the needs of all pupils

- Forest school for all pupils
- House competitions
- Sports day
- Area sports
- External competition timetable set by Mid Sussex Active
- Participate in Festivals organized by Mid Sussex Active, including the Inclusion festivals
- Promoting new sports and clubs to all pupils for outside of school

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?
• Staff confidence in teaching PE lessons will increase to provide high quality PE lessons to all pupils • All staff are trained effectively for continued QFT in PE • Successful implementation of playtime activity and active play • All LSAs are trained effectively for continued playground active play provision • Resources are readily available and of a good standard for delivering the range of physical activity • More staff are confident in delivering forest school and outside learning sessions to engage and motivate children to be physically active • All pupils are encouraged to participate in physical activity beyond the 2 hours PE and playtimes/lunchtimes • All pupils will engage in 60 active minutes a day 5 days a week in school, and to increase physical activity during the weekends and holidays through education. • To promote the love of sport, physical activity and competition • Improvement to behaviour, attendance and achievement evident through the increase in physical activity	• Staff skills and confidence audit • Lesson observations and learning walks • Subject leader monitoring • Pupil voice • Decrease in lunchtime and playtime unacceptable behaviour on behaviour log • Tracking excel spreadsheet – all physical activity logged • Competition data • Newsletters – increase in outside achievements and sporting results

Actual impact/sustainability and supporting evidence

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