

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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- 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?
TEAM TEACH PE SESSIONS	All staff coaching CPD - learning walks show PE is a strength.		
ACTIVE BREAKS/PHYSICAL OPPORTUNITIES	Increased physical activity at lunch along side developing SEMH of pupils. Achieved Gold Award in December 2024. Pupil voice positive around the gym and pupils requesting more as it is a popular provision.		
Swimming enhancement - Waterpolo	Swimming data is positive and with the enhancement of water polo engages those who are capable swimming as well as showing alternative sports in water. Pupil voice is positive		
Indoor sports	Pupils still access sport developing focused strategy, purposeful indoor sports – such as bowls and archery.		
Gymnastics	All levels of gymnasts could access the equipment to their stage of learning – making progress – this was seen in learning walks.		
Gross Motor skills in EYFS	Positive Outcomes from EYFS 97%		
		Competitive sports - pupils played competitive sports however not all body types were included in the sizes of kit – leading to pupil voice – of inclusive/ self-conscious– to support their involvement this needs to be addressed 2024/2025	92% of Y5 and Y6 represented the school or community in a sporting event 30% of pupils attended a Sports Club Pupil Voice

Expected impact and sustainability will be achieved

	What are your plans for 2024/25?	How are you going to action and achieve these plans?
	Intent	Implementation
1	<p>Supporting pupils who have concern about their weight and physical activity by broadening physical and sporting offers in school and through clubs. Allow participation in competitive sport despite body shape so all pupils feel included. Finding the right active sport for pupils. Providing accessible sportswear for pupils to ensure inclusion and wellbeing when promoting that all body types can participate fully and inclusively in sports.</p> <p>Lancaster Model Y6 23/24</p> <ul style="list-style-type: none"> • 9.6 % had concerns around body weight • 4.8% had concerns that their either did not do enough or don't enjoy physical activity • 92.8% enjoyed physical activity with 75% saying they participate in at least 1 hour a day 	<p>Pupil voice on active play and sports interest. Add to these at lunchtime through Opal, clubs and extend Sport PE enhancement. Add to the kits sizes/sensory/medical for inclusion.</p> <p>RSE/PSHE Lancaster Model shared to ensure education opportunities</p>
2	<p>OPAL funding – target resources to increase physical opportunities for pupils to ensure at least 1 hour of physical activity a day.</p>	<p>Pupil voice /survey regarding OPAL/Physical Activity – ensure equitable play opportunities for all pupils</p> <p>Gym equipment to meet bilateral needs of pupils – OT support.</p>
3	<p>To increase swimming outcomes for pupils in year 6 through top up sessions and offer water polo for children who swim competently to increase opportunities for wider sports</p>	<p>Targeted assessment to support pupils to achieve 25m beyond curriculum offering. Enhance Watersports – with water polo.</p>
4	<p>Staff receive support to deliver high quality PE sessions in school, supported by a Trust employed PE specialist teacher</p>	<p>Continue to target Trust Sports Specialist to support and team teach lessons with class staff, evidence the impact over time through lesson visits</p>
5	<p>Enhance PE opportunities for pupils – ‘finding the right sport’ (Lancaster model) linked to Olympics and local clubs so if pupils are engaged, they could do these sports locally.</p>	<p>Success of Water Polo – 2 further enhancements this year to be undertake for Y2 and Y4</p>
6	<p>Competitive Inclusive Sports -raising the profile and pupils opportunity to showcase their skills and ability</p>	<p>Trophies to represent the competitive sports, community inclusive sports and sports leadership at Iwade – this can be showcased and become a legacy of what people can achieve. sing the skills of the Trust school specialist PE teachers continue to build the range of external competitions and run the Inclusion Games</p> <p>Continue with Trust offer for inter school competitions Continue to plan and deliver inter school competitions with other Trust schools</p>

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?
1	Change in data regarding pupils view of weight challenges and time engaging in physical activity Inclusion of active sports 'finding the right sport'	Year 6 Lancaster Model Report Pupil voice PSHE/SRE consultation with all stakeholders
2	Resources and lunchtime OPAL plans are purposeful to increase physical opportunities for pupils to ensure at least 1 hour of physical activity a day.	Pupil voice/survey OPAL review Observation at lunch Lancaster Model Behaviour Logs SEMH
3	Increase swimming outcomes for pupils in year 6 through top up sessions and offer water polo for children who swim competently to increase opportunities for wider sports. Swimming privately out of school is costly which impacts of opportunities for pupils – sustained top ups and water sports allows development and equity	Outcome for Year 6 Water safety outcomes high Pupil Voice on Water Polo
4	Staff feel confident in delivering high quality PE sessions in school	Staff survey by PE team Lesson walks
5	Enhance PE opportunities for pupils – 'finding the right sport' (Lancaster model)	2 further 'taster' sports added to PE enhancement Pupil Voice
6	Competitive Inclusive Sports -raising the profile and pupils opportunity to showcase their skills and ability - Target of all pupils will have represented the school/community before they leave in year 6	Data on representing the school/community shows

Actual impact/sustainability and supporting evidence

	What impact/sustainability have you seen?	What evidence do you have?
1	Perspective of pupils through Lancaster Model reads that there is no change in their perspective of weight challenges and time engaging in physical activity – although observations and pupil voice shows that they are more active.	Lancaster Model Y6 indicated that pupils still have concerns around their weight and they reflect that they are not active each day. Continued work with social platforms, PSHE,RSE, PE and understanding how you can be active – this is their perception but not necessary fact. Pupil voice and lunchtime observations show that pupils are active, using gym and other OPAL equipment.
2	Resources and lunchtime OPAL plans are purposeful to increase physical opportunities for pupils to ensure at least 1 hour of physical activity a day.	Pupil voice and lunchtime observations show that pupils are active, using gym and other OPAL equipment. OPAL GOLD award received Continue to seek pupil voice regarding clubs and activities they would engage to further develop Opal offer
3	Data is broadly similar to previous years, although % drop in all areas	<ul style="list-style-type: none"> • 25m outcomes 23/24 = 70% 24/25 = 69% • Range of strokes 23/24 = 23% 24/25 = 17% • Safe water rescue 23/24 = 96% 24/25 = 91% Continue to develop the strength of swimming and enhance water-based sports
4	Staff feel confident in delivering high quality PE sessions in school	Positive lesson visits Positive staff voice Continue to upskill staff - change of year group and new to role.
5	Y4 Rock Climbing and Y2 Scootering was added to the Enhance PE provision. Linked to sports appearing in the Olympics and accessibility to the sport at home and locally	High levels of engagement by the pupils, with positive feedback from staff, pupils and parents EXTEND OFFER 2025
6	Inclusive Games competition has increased with more schools attending Success in competitive sports – winning the trophy/competition for football locally Profile raising with trophies and certificate in sports in assemblies Community intersports development allows pupils to represent their community across the trust.	9 schools in total attended the Inclusion games which is an increase on the previous year Football champions in local area Recognition awards presented for <ul style="list-style-type: none"> • Endeavor per Key Stage • Swimming • Sport Play leader • Sports person 16 lwaide pupils were sports leaders for Inclusive event hosted at school 72% of Year 6 pupils have represented the school or community in the past two years