

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



## 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.

Please visit: [sb-sports-premium-reporting-document-23-24.pdf](#)

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>• Continue to encourage as many children as possible to be engaged in daily physical activity at playtimes and lunchtimes, led by coaching and dinner staff and playground leaders.</li> <li>• Ongoing CPD for staff and coaches to deliver high quality lessons, including embedding inclusive and adaptive strategies within PE lessons to allow access for all.</li> <li>• Promote an understanding of exercise as part of a healthy lifestyle.</li> <li>• Continue to promote positive enjoyment in a broad range of sports and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain the playground leaders programme with the new sports coach to continue to develop skills in this area for pupils.</li> <li>• PE lead to induct and support new sports coach to ensure playground leaders are effectively mentored.</li> <li>• Sports Lead to attend CPD for PE leaders at Rushcliffe SSP and disseminate relevant information to staff as appropriate.</li> <li>• Introduce a programme of co-teaching/mentoring/coaching between teaching staff and coaches to improve teaching standards.</li> <li>• Sporting achievements praised and celebrated through school assemblies, including from PE lessons, competitive sports events or after school sports clubs.</li> </ul>

## Intended actions for 2024/26

- Continue to plan for and engage in competitive sports across the county and within school.

- Ensure staff promote the “benefits” of PE as part of their teaching.
- Take up opportunities offered by the SSP and local sports clubs to introduce new sports to all children, particularly for our SEND/PP children.
- Provide “one-off” enrichment opportunities for children to promote whole school sport.
- Enter competitions and festivals offered by Rushcliffe SSP and other organisations promoting school sport.
- Continue to offer a range of competitive sports in after school clubs, provided by the sports’ coaches and school staff.

## 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?
<ul style="list-style-type: none"> <li>• Pupils engage in regular exercise during the normal school day</li> <li>• Staff and coaches are more confident and able to deliver the PE curriculum.</li> <li>• Children, particularly in KS2, can vocalize the benefits of PE to their mental health and wellbeing.</li> <li>• Children's attitude towards physical activity is positive.</li> <li>• Children take part in a broad range of sporting activities, including developing skills in sports they had not tried before.</li> </ul>	<ul style="list-style-type: none"> <li>• PE Lead monitoring, including playground walks and discussions with PE coach to identify children whose physical activity is low. These children can be targeted for SSP festivals and invited to after-school sports clubs.</li> <li>• PE Lead monitoring</li> <li>• PE Lead monitoring</li> <li>• Record of children's participation in after-school clubs, competitions, festivals and other sporting activities.</li> </ul>

## Actual impact/sustainability and supporting evidence

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