

# 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?
<p>Forest Schools – participation and engagement</p> <p>Additional swimming lessons for Y4 children</p> <p>Additional resources to support sports and activity at break and lunchtimes, as well as in PE lessons</p>	<p>All children took part in Forest School activities for one or two half terms last academic year.</p> <p>Children will have had swimming lessons for 2 terms over two years, instead of 1 term during KS2. Impact will be measured in 24-25, but anticipate an increase in children achieving the expected standard at the end of KS2.</p> <p>Children more active at lunchtimes and have been developing social and communication skills eg when playing volleyball.</p>	<p>Increasing Clubs</p>	<p>We were let down by a provider who had agreed to run clubs in 23-24.</p>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"><li>1. Continue to increase physical activity and experiences outside</li><li>2. Increase number of children achieving the expected standard in swimming by the end of KS2</li><li>3. Increase the number of children taking part in active extracurricular clubs</li></ol>	<ol style="list-style-type: none"><li>1. Forest School sessions by trained FS teacher. 2 classes each half term.</li><li>2. Additional swimming lessons so that children in Y4 and Y5 have weekly swimming lessons during the spring term. (Y4 core funded, Y5 SP funded)</li><li>3. New provider to be identified to lead at least 2 clubs. School to pay set coaching cost and then charge pupils to attend to allow for subsidized rates.</li></ol>

## 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?
<ol style="list-style-type: none"> <li>1. Children engaged in regular physical activity Profile of physical activity raised as part of the school day.</li> <li>2. Engagement in physical activity in school – also aim to support children’s confidence in swimming outside of school</li> <li>3. Engagement of pupils               <ul style="list-style-type: none"> <li>Broader experience of sports</li> <li>Participation in competitive sports</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils have increased physical activity and appreciation of the natural environment.</li> <li>2. In 2024-25, there will be more children who achieve the expected standard in swimming</li> <li>3. Increased activity levels               <ul style="list-style-type: none"> <li>Pupils access to specialized coaching</li> <li>Increase in participation in outside clubs.</li> </ul> </li> </ol>

## Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?

- All children have had at least one-half term of Forest Schools and 6/7 will have had 2 sessions.  
Increased levels of physical activity during taught sessions  
Progression of skills and knowledge has been evident as children have had several years of Forest Schools  
Observed increase in confidence and cooperation
- In 24-25, Year 4 and Year 5 had a term of swimming lessons.  
Children in Year 5 had a term of swimming lessons in Year 4.

% children reaching the expected standard	23-24	24-25
Year 6	34.5%	
Year 5	24.1%	25.9%
Year 4		4.3%

% children able to swim 10m+	23-24	24-25
Year 6	37.9%	
Year 5	24.1%	63%
Year 4		13%

Running additional swimming lessons for children in Year 5 did not increase the number of children achieving the expected standard. Significant progress was made, however, and there are now many more children who are able to swim at least 10m.

## Actual impact/sustainability and supporting evidence

Only a very small percentage of children participate in regular swimming lessons outside of the school sessions.

### 3. Sports Clubs in 2024-25:

-Football

-Rounders

Coaching – Cricket Coaching for Y3,4,5,6

Cross country and Hampshire Sports Events