

# 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?
<ul style="list-style-type: none"> <li>• CM Coaching provided consistent, high-quality PE delivery across 2.5 days per week, leading to improved engagement.</li> <li>• Pupils accessed two PE sessions, one swim session, PDP/PACs afternoons, and active breaks/lunchtimes.</li> <li>• Adventure Development sessions were offered each half term.</li> <li>• 15 pupils achieved the 25m swimming award and 9 met National Curriculum water safety standards.</li> <li>• The Euro Football Festival and staff vs. pupil matches enhanced whole-school engagement.</li> <li>• School joined the Exceed Partnership and formed new links with Carlton Bolling School Games Co-Ordinator towards the end of the year.</li> <li>• Initial involvement began with the Living Well Schools Project to support broader wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation records for PE and swimming.</li> <li>• Achievement logs for swimming awards.</li> <li>• Timetables and staff planning show regular sessions.</li> <li>• Pupil feedback and high attendance at events like the Euro Festival.</li> <li>• Partnership communication with Exceed and Carlton Bolling documented.</li> </ul>	<ul style="list-style-type: none"> <li>• No inter-school competitions due to lack of support from previous Sports Partnership.</li> <li>• Girls only sessions not consistently attended.</li> <li>• Sports Crew and Young Leader training are a focus for next year.</li> <li>• PE storage is limited and the equipment needs replacing frequently due to frequent use.</li> <li>• Scheduled building works has impacted some of the equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• No entries or achievements for inter-school competitions recorded.</li> <li>• Lack of uptake for some of the girls only provision.</li> <li>• Absence of student leadership roles or documented training.</li> <li>• Equipment audits and staff feedback highlight storage and sufficiency issues, despite orders made in the autumn.</li> <li>• No expenditure or procurement updates on gym/outdoor upgrades.</li> </ul>

## 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>• Strengthen partnerships (e.g. School Sports Co-Ordinator, local clubs).</li> <li>• Increase participation in competitions (intra and inter-school).</li> <li>• Continue broad and flexible curriculum delivery using CM Coaching.</li> <li>• Ensure all children access at least 30 mins of daily physical activity – HiTT session, Well-being Afternoons.</li> <li>• Promote inclusion with girls-only sessions and targeted interventions.</li> <li>• Improve access to equipment and outdoor facilities.</li> <li>• Provide top-up swimming lessons for those not yet meeting 25m standard.</li> <li>• Participate in 'My Personal Best' Programme</li> <li>• Raise profile of PE through leadership roles (e.g. Sports Crew, Young Leaders).</li> </ul>	<ul style="list-style-type: none"> <li>• Continue working with CM Coaching and Bradford Adventure Development.</li> <li>• Establish Sports Crew and relaunch Young Leader training.</li> <li>• Assign staff to lead weekly girls-only sessions.</li> <li>• Re-establish School Games Organiser contact for inter-school events.</li> <li>• Develop reading integration through updated displays and resources.</li> <li>• Source funding for outdoor gym equipment and resource audits.</li> <li>• Schedule termly reviews of PE curriculum and pupil engagement.</li> <li>• PE Lead to attend 'My Personal Best' course and cascade to staff and sports coach.</li> <li>• Use questionnaires to capture pupil voice and tailor provision.</li> </ul>

## 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>• Improved staff knowledge and confidence through CPD and team teaching. (Indicator 1)</li> <li>• Daily and diverse activities will boost regular physical activity. (Indicator 2)</li> <li>• Greater whole-school profile of PE, driven by visible leadership roles, social media, and competitions. (Indicator 3)</li> <li>• Broader range of activities and experiences for all pupils, including girls-only options and outdoor adventurous activities. (Indicator 4)</li> <li>• Active participation in both intra and inter-school sports. (Indicator 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Registers and timetables (swimming, competitions, clubs).</li> <li>• Feedback from pupils, teachers, and SLT.</li> <li>• Photo/video evidence from social media/X platform.</li> <li>• Achievement of School Games Mark (Bronze target).</li> <li>• Evaluation of “My Personal Best” continuation.</li> </ul>



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<ul style="list-style-type: none"> <li>• Increased participation across all key stages in weekly PE and enrichment activities.</li> <li>• Improved behaviour, self-esteem, and resilience in target groups, (using 'My Personal Best' Programme.)</li> <li>• Curriculum enriched through Adventure Development, CM Coaching, and PACs/CALM afternoons, as well as HiTT session and Well-being afternoons.</li> <li>• Girls-only sessions and Active Reward time encouraged inclusion and daily activity.</li> <li>• Broader engagement in physical activity supported wellbeing and social development.</li> </ul>	<ul style="list-style-type: none"> <li>• Registers and participation logs for PE, swimming, and extracurricular activities.</li> <li>• Pupil voice feedback and teacher observations.</li> <li>• Termly evaluations and SLT feedback reports.</li> <li>• Achievement data including swimming awards and sports event participation.</li> <li>• Certificate for 'My Personal Best' Programme.</li> <li>• Social Media and school website posts.</li> <li>• Staff deployment records showing sustained delivery and leadership roles.</li> </ul>