

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 2024/25

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?
Use of sports coaches at lunchtimes to engage children in physical activity and sport.	Activity levels at lunchtimes improved and high.	OAA	There is not a progressive scheme for OAA as part of Real PE.
Teacher confidence increased in most areas of the curriculum.	Consistent use of the Real PE scheme	Representation of girls	Although girls' football has increased participation, we would like to see more participation in other sports.
More children represented KJS in an interschool competition / event.	Comparison of data	No swimming provision for all	Our data for successful swimming is lower than in previous years
Increase in the number of SEND children represented KJS in an inter-school competition / event.	Comparison of data		
Increase in the number of disadvantaged children represented KJS in an inter-school competition / event.	Comparison of data		
Wider range of sports clubs offered before and after-school and during lunchtimes including clubs targeting disadvantaged and SEND	Football, basketball, multi sports, dodgeball. Free spaces are available for disadvantaged children. Purchase of specific equipment to allow SEND inclusion in a wider range of activities.		

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Continue to engage children in physical activity during lunch times and breaktimes, to aim to achieve more than 30 minutes of activity outside of PE lessons per day</p> <p>Wider range of clubs and opportunities for girls to participate in sport and represent the school</p> <p>To raise teacher confidence in teaching Gymnastics (and any other areas that are identified in staff surveys)</p> <p>Increase the range of clubs offered to include less traditional sports and activities, including targeting specific groups – girls, SEND and club non-attenders</p> <p>Continue to access a wide range of inter-school competitions and hold regular intraschool events</p> <p>Better trained sports leaders to encourage more children to participate in physical activity at lunch times and breaktimes.</p>	<p>Lunchtime sports coach Playleaders Training CPD for lunchtime staff</p> <p>CPD</p> <p>Feedback from children as to what clubs they would like</p> <p>Membership of WASPs to further develop links with local and Swan Trust schools to arrange 'friendly' events</p> <p>Change of personnel has been secured</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?
<p>Increased uptake in activities offered at lunchtimes / breaktimes</p> <p>Confident sports leaders who lead activities engaging others for sustained periods</p> <p>Increased confidence of lunchtime staff to engage children in activity</p> <p>Less behavior- related incidents during unstructured periods like playtimes & lunchtimes due to engagement in activities</p> <p>Teacher confidence in the teaching of Gymnastics (and other areas) raised</p> <p>Continued high levels of engagement from children in clubs, which includes those who do not take part in sports / activity clubs outside of school</p> <p>Continued success in inter-school sports events Increase in % of participation in inter-school events (particularly Y3/4)</p> <p>Continued development of intra-school competitions (eg. Basketball/netball competitions.)</p> <p>Improved swimming data for next year</p> <p>A lunchtime cheerleading group which focuses on girls' involvement and movement as well as positive social and emotional outcomes.</p>	<p>Staff feedback</p> <p>Pupil voice</p> <p>Sports leaders</p> <p>CPOMS behaviour log</p> <p>Staff feedback</p> <p>Club data tracked</p> <p>Data of participation tracked.</p> <p>Photos on our school Facebook account.</p> <p>Pupil voice</p> <p>Data obtained from swimming coaches.</p> <p>Participation at school and community led events</p>

Actual impact/sustainability and supporting evidence