

# PE Funding Evaluation Form

 Commissioned by  
Department  
for Education

Created by  
 Association for  
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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?
Use of Moki fitness bands to track pupils' moderate to vigorous activity levels and identify least active children.	Least active children identified and targeted for lunch time fun club – activity levels increased by 4 minutes per day, per child on average.	Less children participating in extra-curricular clubs on the whole.	Staffing issues resulted in fewer extra-curricular clubs.
Purchasing new 'visually impaired-friendly' PE equipment.	Increase in attainment for VI children in PE lessons as well as improved confidence.	Some competitive events had to be cancelled due to staffing issues meaning children missed out on representing the school.	
Increase in number of sporting events attended.	Increase in participation numbers for competitive sporting events.		

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To target the least active children for active interventions.	Use Moki bands to identify least active children and use teaching staff and year 6 leaders to run intervention club at lunch time.
To organize more CPD opportunities for teachers delivering curriculum PE.	PE lead and SENDCo to attend Primary PE conference. To use links with Tees Valley Active Schools for CPD sessions for teaching staff. Online training for Teach Active and Get Set 4 PE.
To purchase more equipment that allows mass participation.	Disability sports equipment purchased and more equipment to ensure all children able to participate in lessons.
To ensure extracurricular sports clubs are accessible to all children.	Darlington FC Locomotives to deliver after school girls' football clubs for KS1 and KS2 girls free of charge – subsidised by school to ensure all girls can participate.
To increase the percentage of children who can swim 25m by the end of KS2.	Top up swimming lessons for Year 5 and Year 6 children including transport.

## Intended actions for 2024/26

To use peer on peer leadership more in sporting competitions and playtimes.

SLA with Darlington SSP to attend events on playground leadership and sports leadership training for Year 5 and Year 6 children.

Following the completion of staff questionnaire, it became clear staff didn't have the correct attire for delivering high quality PE. Staff PE kit purchased.

To increase staff confidence in delivering high quality PE lessons.

Darlington SSP used for playground leader and sports leader training.

GoWell gymnastics coach used as CPD as staff highlighted difficulties with gymnastics teaching.

## 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?
Staff to be more confident in teaching PE (specifically gymnastics).	Staff questionnaires, pupil voice and lesson observations.
Increase in young leaders' confidence	Observations and extra-curricular clubs.
Greater amount of children achieving Active 30 in school.	Moki band data.
Increase in children leaving KS2 being able to swim 25m.	End of year swimming data.
To have an increased number of girls attending extra-curricular sports clubs.	Register data from girls' football clubs and other sporting clubs.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Young leaders running lunch time clubs for the least active children with teachers who are seen as 'less sporty'.</p> <p>Least active children increasing their MVPA in line with Active 30 target.</p> <p>Staff are more confident when delivering gymnastics sessions.</p> <p>Active lessons being used more frequently in core subjects due to CPD.</p>	<p>Feedback from children participating in club has been overwhelmingly positive.</p> <p>Moki data shows an increase in MVPA in every child who was targeted by an average of 4 minutes per day.</p> <p>Gymnastics coach evaluation form. Staff feedback.</p> <p>Lesson observations. Staff feedback.</p>