

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"> Subsidised PE kits and children coming to school in their kit led to a raised profile of PE and greater engagement in PE activity. Additional adults on the playground at lunchtimes and appropriate training led to greater engagement in play and wellbeing. Whole staff training in OPAL, governor involvement and play assemblies raised the profile of the importance of play for positive health and wellbeing. The increasing range of activities on offer are contributing to positive health and wellbeing, as well as developing collaborative skills. 	<ul style="list-style-type: none"> The vast majority of pupils took part in PE lessons as they were suitably dressed. Very few children missed PE lessons. Adults actively support children with play. Pupils are happier and social interactions are more positive. Pupils report that they enjoy lunchtimes a lot more now; they like the range of opportunities they are offered and that there are designated spaces for specific activities. They like the play assemblies as this raises excitement around new activities and opportunities. 	<ul style="list-style-type: none"> Inter class competitions were not as widescale as we had planned. Competitions need to be planned into the PE units moving forward. 	<ul style="list-style-type: none"> Only a few competitions took place

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To ensure that all pupils are active throughout breaktimes and lunchtimes.</p>	<p>Develop a Whole-School Play Policy</p> <ul style="list-style-type: none"> • Collaboratively create a play policy that highlights the value of outdoor play and its role in fostering activity and inclusion. • Engage staff, pupils, and parents in understanding the importance of play and how it supports the school's vision for play and physical activity. <p>Continue to enhance the Outdoor Environment</p> <ul style="list-style-type: none"> • Transform outdoor spaces into diverse, engaging play zones with natural features and open-ended resources. • Use loose parts and wheeled resources to inspire creativity and physical movement, ensuring all pupils can find activities that interest them. <p>Continue to build capacity within the play leader team and provide further training for staff to Support Active Play</p> <ul style="list-style-type: none"> • Provide staff with OPAL-specific training to understand their role in promoting and facilitating active, inclusive play. • Empower play leaders to engage with pupils and guide them toward active, cooperative games. <p>Involve Pupils in Play Design and Leadership</p> <ul style="list-style-type: none"> • Set up a pupil play committee to gather ideas and feedback on activities and resources. • Train pupil play leaders to encourage peer participation and organise inclusive games. <p>Continue to embed regular sporting activities already in place as part of our weekly timetable and routine.</p>
<p>To ensure that all children are engaging in high quality PE sessions by continuing to raise the profile of PE, focusing on staff training so that all teachers are confident and enjoy teaching PE.</p>	<ul style="list-style-type: none"> • Develop the quality of teaching and learning in PE through bespoke staff training • Develop the subject leadership of PE • Ensure the curriculum is well planned and meets the needs of our pupils • Ensure all teachers of PE have access to high quality resources to support the teaching and learning of PE • Update PE resources • Continue to subsidise PE kits for staff and pupils

Intended actions for 2024/26

Ensure pupils can access competition in school through regular, planned competitions within school.	<ul style="list-style-type: none">• School team competitions to take place at the end of each unit to celebrate learning.• Hold a Sports Week in the summer term that consists of age-appropriate sporting competitions for all classes within their teams, building points towards the Sports Day competition.
To widen the extra-curricular offer for PE activity.	<ul style="list-style-type: none">• Offer PE as part of the extra-curricular afternoons with club-style activities• Increase the number and range of activities and clubs on offer aligned to pupil and parent voice•

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>Through OPAL Play, a wider range of activities will be available. Pupils will be more active during play and lunch times than ever and will be more engaged in play and activity. We hope to see the impact of this gross motor development in our PE lessons and other areas of the curriculum.</p>	<p>Records of staff discussions/ surveys.</p> <p>Lesson observations demonstrate impact of CPD.</p> <p>Pupil attainment information aligned to our bespoke curriculum.</p>
<p>The profile of PE and sport at St Anselm's will be further increased. Staff will have grown in confidence when teaching PE lessons. Our pupils will be more active and more involved in taking part in sporting events and competitions than before and will be able to discuss these achievements/events clearly.</p>	<p>Records of engagement in PE activity.</p> <p>OPAL play award (platinum) achieved.</p>
<p>A greater number of pupils will take part in competitive opportunities across the school, particularly children who are disadvantaged or have a special educational need.</p>	
<p>Pupils will choose to take part in a broad range of extra-curricular PE activities.</p>	

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?