

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?
Taster days provided by local external clubs	Positive feedback from children, some children joined local clubs, resulting in more physical activity outside school.	Limited access to some interschool competitions, especially netball and cricket, due to working parents' transport availability and curriculum scheduling.	We have a high uptake for football but for some events it is more challenging, such as netball had limited numbers. Working parents sometimes find transportation challenging after school.
School Games Mark: Gold	We were moderated & awarded a gold award. This helped collate evidence of the impact of PE funding within school	Missed events such as cricket and pentathlon due to scheduling clashes.	Sports during the school day are limited due to other curriculum commitments, this meant we were unable to attend cricket, rugby and Pentathlon.
Parent feedback via online survey	The majority of parents reported that they felt we offered a wide range of high quality, inclusive PE lessons for children. Some parents felt that we could offer a wider range of sporting afterschool clubs, and we now have one of those parents leading session.		
Challenging stereotypes: specifically, boys in dance & girls in football	There has been a shift in attitudes with boys coaching, referring to and supporting girls football. We have entered many girls football competitions. We have had dance taster days where the boys have engaged positively. Several boys entered dance competition.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Link to School Development Plan and staff CPD on diversity & inclusion in the curriculum. Educate the children about the role of parasports, make links with local clubs and expose children to positive diverse role models including those with disabilities.	Wheelchair basketball sessions by Harrogate Wheelchair Sports. Paralympics are used to inspire teachers & children, using website links with videos, role-models and lesson ideas, e.g. 'Every Body Moves' and BBC 'Super Movers'. Display updated to show representation of diversity & disabilities. Books in the library represent diversity and disability in sport.
Promoting 60 minutes of daily physical activity for all	Active lessons throughout the curriculum Forest School opportunities, including interventions for less active. PE Ambassadors leading active sessions/competitions based on peer input Play Leaders and Forest School lunchtime intervention clubs Fitness Trail Y6 girls' intervention in collaboration with NYSS Taster days with club signposting Walk to School Days
Valuing children's voice in active offer and promoting a wider range of physical activity	PE Ambassadors speaking with classes and gaining their peers ideas and views on offer Sporting celebrations in assemblies including out-of-school achievements
Develop staff confidence in delivering Real PE curriculum throughout school	HTFC to begin delivering sessions and working in collaboration with teachers to develop confidence in delivering high quality PE lessons.

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?
Children to all feel included and confident to participate in PE and physical activity in a way that meets their needs. Children understand some different ways of making sports accessible to all. A culture of inclusion and adaptability with staff and peers.	Active participation in PE lessons, clubs and physical activity offer Verbal feedback from teachers and children to staff/ PE Lead/ PE Ambassadors Completed feedback forms, including the active online survey. Club registers Parent PE Ambassador introduced to gain parental perspective
Long term healthy/ active habits becoming embedded	Walk to school days transport survey KS2 online active survey PE Ambassador PE feedback forms & interviews Y6 girls feedback group
Children developing the confidence and growth mindset to try a wide range of physical activity, and finding sports to suit them, in and out of school.	Celebrating and sharing sporting achievements and attitudes Overcoming barriers such as in Bikeability where all children will be expected to participate. PE Ambassador surveys Parental Feedback

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>High levels of pupil engagement throughout school in physical activity, clear adaptations, adjustments for SEND children to access physical activity, gender equality.</p>	<p>All pupils in school participated in this year's sports day, including those with high SEND, with some adjustments.</p> <p>High uptake of children at lunchtime clubs/competitions led by PE Ambassadors, oversubscribed, almost all children in classes participated in some form of extra lunchtime physical activity in National Sports Week.</p> <p>Photographs of these days evidence high levels of engagement.</p> <p>Pupil feedback was positive, and many expressed that they would like to run a future lunchtime club or take part in future offers.</p> <p>26/30 87% children in reception learned to ride a bike, plus 3 Y5 children and 2 Y6.</p> <p>Football tournaments in school including mixed, and girls specific, had increasingly high uptake: photographs as evidence.</p> <p>24/28 86% Y6 children swimming 25m+, perform self-rescue and complete a range of strokes confidently.</p>
<p>The number of children actively travelling to school are increasingly high.</p>	<p>Walk to School Day Gold Award</p> <p>Travel to school surveys on walk to school days: 193/200 97% of children walking to school was our highest recorded this year.</p> <p>During an unexpected travel to school survey 130/200 65% of children walked to school, which shows that healthy habits are beginning to form in daily routines, and become embedded for many.</p> <p>28/29 Y5 children completed Bikeability training. The 1 not completed recently learned to ride a pedal bike. This increases children's options for active travel long term.</p>