

# 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?                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <p>1. 70% of pupils attended extracurricular activities (after-school clubs) during the academic year, 2023-2024.</p> <p>2. 82% of pupils participated in competitive sports events during the academic year, 2023-2024.</p> | <p>1. JR Sports ran a number of after-school clubs as did some members of staff. Clubs included multi-sports, gymnastics, football, cricket and gardening club. Clubs run by teaching staff were offered free to all pupils at no cost and were very well-attended – often running at full capacity. For those pupils attending clubs run by JR Sports, school funded the places of pupils that were in receipt of pupil premium funding.</p> <p>2. Pupils took part in a number of competitive events run by Insignis (School Sports Partnership) and through the school's own connections to other local schools. Events included football, netball, Golden Welly, KS1 and KS2 Cross-Country and Rounders. School will sign up to the Insignis School Sports Partnership for the next academic year, 2024-2025.</p> | <p>1. Opportunities to participate in events run by the School Sports Partnership, Insignis, and access CPD opportunities, also run by Insignis, were limited due to:</p> <ul style="list-style-type: none"> <li>• transport costs to get children to venue,</li> <li>• availability of Insignis staff.</li> </ul> | <p>1. As a school, we were only able to participate in 8% of the events offered by Insignis.</p> |

## Intended actions for 2024/25

| What are your plans for 2024/25?                                                                                                                                                                                                                                                                                                                                                         | How are you going to action and achieve these plans?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Intent                                                                                                                                                                                                                                                                                                                                                                                   | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ol style="list-style-type: none"> <li>1. Provide extracurricular activities (after-school clubs) for pupils – to be run by class teachers and JR Sports.</li> <li>2. Provide swimming enrichment for Year 6 pupils before they leave and transition to secondary school.</li> <li>3. Access Playground Leader training being run by the School Sports Partnership, Insignis.</li> </ol> | <ol style="list-style-type: none"> <li>1. Ask class teachers if they would be willing to give up their time to run extracurricular activities (after-school clubs) for pupils. To see which clubs are already being run by school staff and JR Sports staff, please click <a href="#">here</a>.</li> <li>2. Year 6 pupils will swim once-a-week at Risborough Springs Leisure Centre from 02/06/25 to 24/07/25 in an effort to increase last year's figure of 91% of pupils being able to swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>3. Contact Tom Brazier and Rose Zubcevic at Insignis to organise a date for a representative of Insignis to train Year 5 pupils as Playground Leaders.</li> </ol> |

## 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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. An increase in the number of pupils attending extracurricular activities (after-school clubs) during this year compared to last year. 70% of pupils accessed extracurricular activities (after-school clubs) in the academic year 2023-2024. The impact of this will be that more children will be leading healthier lifestyles and will want to be involved in future clubs.</li> <li>2. An increase in the number of pupils being able to swim competently, confidently and proficiently over a distance of at least 25 metres (91% in 2023-2024). The impact of this will be that more children will have the ability to swim to safety if they get into trouble in water. Also, more children will access swimming outside of school, which will lead to a healthier lifestyle.</li> <li>3. An increase in the number of pupils reporting their enjoyment of playtimes through the provision of activities/games and resources/equipment. A decrease in the number of playtime incidents as reported by staff e.g. disagreements, arguments, fallings out etc.</li> </ol> | <ol style="list-style-type: none"> <li>1. Registers for each club will be collected so that the percentage of children attending clubs can be easily tracked on a term by term basis. Pupil voice questionnaires will identify which extracurricular activities (after-school clubs) children enjoy, which they would like included in the future, why they do not attend etc.</li> <li>2. Data will be collated with the support of staff at Risborough Springs Leisure Centre for this academic year (2024-2025) and compared to the previous year's data.</li> <li>3. Pupil voice questionnaires will identify what percentage of pupils enjoy playtimes before and after Playground Leader training has been implemented. Staff will be asked to report on playground incidents.</li> </ol> |

## Actual impact/sustainability and supporting evidence

| What <b>impact/sustainability</b> have you seen? | What <b>evidence</b> do you have? |
|--------------------------------------------------|-----------------------------------|
|                                                  |                                   |