

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 2024/25.
- 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?
Dance desk subscription- This allowed- us to stay up to date with changes in PE and keep our training current. SEND provision- equipment. This provided our children with opportunities to support their own targets and participate safely in sports.	It went well because we've been able to access different resources and reach out to schools to further competitions and CPD at school. Children are getting more opportunities to access different sports and take part in and CPD for PE Lead is support whole school teaching. This has been evident in the lessons the children have accessed.	Providing after school clubs. We only currently have one member of staff providing PE after school clubs. Further this we have put an action plan into place for 2023-2024.	From speaking to teachers, they want extra CPD to be able to provided affective after school clubs. No additional afterschool clubs have been provided.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
CPD At St Matthews we've have been working on staff's confidence and CPD in teach PE. After speaking to staff, we discussed that staff needed more support to teach the national curriculum effectively. - We want to increase staff's confidence in teaching PE. - Ensure that safe and effective teaching was present in every lesson - Provide a curriculum which engaged children but was also progressive.	To support this, we highlighted that teachers weren't confident in planning their own PE lessons therefore, we found a scheme which is progressive and fits our school values. The scheme is supporting planning effective lessons as this is a starting point, but it also allows teachers to look at the steps before and after, ensuring that all children get the best from each lesson. This will also be supported by PE lead and Sports coach team teaching with teachers to ensure they've had live feedback to support effective teaching. It will also allow PE lead to share good practice that's been shared at Woodgreen Academy and Dance Desk.
Getting active children. Following the statics provided by the NHS, we found that our children needed more opportunities to be active as we've got more obese children. We intent to make as much time in the timetable active through the use of a coach as they've got the understanding to ensure children are accessing a range of sports/ skills which will allow them to find a sport they are confident/ enjoy. We have a higher percentage of children with additional needs this year therefore, we've done a lot of research, CPD and ensured we've got more resources to allow them to access the curriculum.	This year we've implemented a range of ways to get out less active children active. We've implemented a before school club and lunch time clubs which targets children that aren't being active through the day. This is delivered by a coach who is familiar with the children therefore, is able to tailor the group to allow the best outcome. We have after school clubs which allow children to access additional time to practice skills and enjoy sports outside of the school day. Using CPD and additional resources we've adopted a curriculum allow the children to access a tailor curriculum.

Intended actions for 2024/25

Participate in competitive sports

We found that we needed better connections to allow our children to access the best opportunities but also to participate in competitive sports.

This year we have signed up to Woodgreen Academy (WGA) who organise arrange of competitions and festivals. These events have allowed us to get more children activity and participate in competitive sports against other peers in Sandwell. This has been implemented using the sports coach. This means that we've maximized the amount of competitions we've now accessed.

Get more children swimming

We found at St Matthews, we have a smaller number of children who can swim therefore, we've had a big push on providing top-up swimming in Year 6 following a full year swimming in year 5. Most of our children do not access any other swimming outside of school so they need more time allocated to become confident, competent swimmers.

We have provided top- up swimming for 90% of the cohort as by the end of the Year 5 only 10% of our children could swim by the end of Year 5. We've provided swimming every week for those children.

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?
CPD- Teachers are more confident in teaching PE and effective teaching. Teachers are prepared and ready to teach PE as they feel empowered.	We expect that teachers are going to be more confident in teaching PE. Teachers will be provided progressive lessons with adaptations. They will improve their own skills to insure the children are capable of achieve outline goals. Teacher voice. PE lead will see improvement within lessons during learning walk.
Getting children active. The children are engaged in sports club and 90% of our children are activity during lunchtimes. This has been achieved in KS1 by having a range of activities for children to access, they are supported by adults. 100% of KS2 children have had the options of accessing a club before or afterschool club.	Children will be more active during lunchtime which will be observed. Children will be accessing more afterschool clubs Our target children will be more active outside of school hours. Evidence will be registers and improvement in skills/ assessment.
Participating competitive sports. The impact should be more children will access more than one competitive sport this year. It will allow them to work on their building learning power.	The percentages of children accessing competitive sports. The up take of clubs which lead to a competitive element.
Get more swimming Providing top-up swimming will support children confidence and competence in swimming.	We will have more children swimming by the end of year 6.

Actual impact/sustainability and supporting evidence

What impact/ sustainability have you seen?	What evidence do you have?
CPD- Teachers are more confident in teaching PE and effective teaching. Get Set for PE has been in place for three terms and is used effectively to create the high-quality lessons. With support, teachers adapt the scheme to suit the needs of their children Using Get set 4 PE provides teachers with key vocabulary and planning with progression. Using pre-planned planning helps staff to understand the progression of skills and vocabulary. 2.Increase PE leaders CPD to support and drive the PE curriculum, through AFPE affiliation and subscription to Dance Desk 3. WGA SSP Membership We have signed up to Woodgreen Academy Sport Memberships to provide CPD to supports coach and PE lead.	Get set 4 PE has had positive feedback in staff meetings about PE. They like how it supports them to provide a full accessible curriculum. It supported them teaching skills and ensured the correct skills have been taught. Staff have also discussed how team teaching with the coach and PE lead has supported their ability to teach. The PE lead has also completed a learning walk and found a lot of strengths but also areas to focus on in 2025/2026. PE Lead can ensure the curriculum is up to date and that all areas of the curriculum are being covered, this has been evidenced in learning walks.
Getting children active. The children are engaging in sports club and 90% of our children are activity during lunchtimes. 100% of KS2 children have had the options of accessing a club before or afterschool club. Children are engaging with support during lunch times and break times. Children are having positive experiences outside of PE. Children are understanding the importance of living a healthy lifestyle and how they can do this in different ways. This is now sustainable because we have the equipment and we've now got a set routine of activities for the children.	School council have had input in the clubs that are provided. They've provided positive feedback about clubs and parents have also discussed their child enjoyment. We've had a decrease in behavioral issues at lunchtime and great up take for after school clubs. The children tell us how much they are enjoying it. We've found that our children are accessing a range of activities at lunchtimes. Evidence of this is during lunchtimes you are able to see the children are being more active. Pupils voice also state how much they enjoy active lunchtimes and how they enjoy the range of activities they can access. The SEND children have also benefit from additional equipment and tailored lessons. This is evident towards their own targets.

Actual impact/sustainability and supporting evidence

Participating competitive sports.

We've made connections with other schools in our local area allowing us to continue with additions competitive sports.

Children have been accessing more competitive competitions, allowing them to build on their resilience, perseverance and much more.

WGA- It provided our children with enriched opportunities to participate in competitive sports within their local community.

Impact is that we've set up additional football competitions this year allowing our children to be part of the community but also work on their core values. We have connections with other schools to allow opportunities for different competitions but also competitions for our less active children.

We've had a big number of children access to additional competitive sports; this has supported children's confidence. They've had chance to perform with peers in the community.

100% of our children have accessed 1 organised event where it has a competitive element.

Getting more children swimming.

The impact is that a there has been an increase of the number of children who can swim in year 6 but we've also had an increase in the number of children who are now more confident around water.

By the end of Year 5 we had 10% competent swimmers now we have 55%. Children have built their confidence in swimming, and this will continue in top up swimming.