

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?
A structured programme of active breaks led by PE apprentices has provided a range of activities for students to engage with during social times. This has supported SEMH development and encouraged students to take responsibility for their learning.	Student voice has been collected through a range of forums including student council. This group of students have provided positive feedback about their physical activity offer. Students have made SEMH progress. Physical activity engagement trackers for students show a positive trend since the implementation of structured active breaks.	Despite an increase in the variety of sports and activities available at break times. A greater depth and exposure of a range of sports was not evident through the PE curriculum and thus not all students were benefitting from the updated provision.	This is evidenced through MTPs and PE meetings held half termly. Physical activity created by PE leads evidence different sports and activities that students engage with and are offered.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
A broader experience of a range of sports and activities offered to all pupils. This will be enacted through the curriculum where students will have the opportunity to experience a plethora of activities whilst developing fundamental movement skills. The assessment model for the school will be updated to follow the 'head, heart, hands' model specifically focussing on the development of fundamental motor and SEMH skills. PE leads on site will actively promote a range of activities through the curriculum and encourage participation during these sessions.	PE meetings will provide a supportive platform for PE leads and apprentices to meet with the Head of Centre. This collaborative approach will ensure staff have the skills and knowledge to deliver effective PE sessions in an alternative provision setting. Curriculum will form a standing part of this agenda to ensure that this topic remains current and live with PE leads providing an update and ensuring any actions are adopted prior to deadlines set. PE leads will map the sports that will be delivered over the academic year and reflect these changes in all relevant medium term planning documents.

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?
Students will be able to access a wider range of sports through the development of fundamental skills. Students will be able to recognise transferable skills in the variety of sports that they have engaged with. Student voice will be collected at pertinent points throughout the year and PE leads are actively encouraged to reflect these choices in the curriculum to empower students through increased autonomy. This will provide opportunities for students to demonstrate a greater responsibility for their learning. Staff will gain confidence, knowledge and skills through supportive PE meetings with experienced practitioners half termly. Additional support is available via the Head of Centre to ensure staff continue to be upskilled.	Students will make greater progress in the 'head, heart, hands' assessment model including SEMH progress. It is hypothesised that student engagement and participation will in turn increase due to a wider range of activities and sports being available to all. Students who have been identified as a key priority due to limited engagement with physical activity will make progress. This will be evidenced through individual case studies created at the academy.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Students have demonstrated progress as shown through the 'head, heart, hands' assessment model. Students have participated in a greater number of sports and activities this academic year compared to previous academic years. Students have engaged in a wider range of activities in social times and have requested a more varied 'menu' of interventions and structured physical activity sessions. Student voice during student council has been positive with students also asking for a variety of equipment for them to be able to access rather than just football based activities.	Key priority students have made SEMH progress and engaged more frequently in physical activity - evidenced by individual case studies. Medium term plans produced by staff cater for a wider breath of sports to be delivered throughout the academic year. This has been enacted and evidenced through learning walks, student voice and PE meetings.