

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 2024/25

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?
<ol style="list-style-type: none"> 1. Continued employment of specialist teacher for PE has improved the quality of the PE teaching on offer during the core school day. It has increased pupil satisfaction and enjoyment levels. It has also widened the range of sports available to our pupils. 2. To ensure that PESSPA is highly integrated into the school day, with opportunities for sport and physical activity being widespread and varied, we have offered a very wide range of sports during the core day and to enrich this offer with extended day activities. 3. Our Specialist PE teacher enhances sport provision across the school teaching team by providing specialist sport CPD to other teachers. This is to ensure that all pupils receive a high quality PE experience with every lesson they participate in. 	<ol style="list-style-type: none"> 1. This impact can be evidenced from pupil satisfaction questionnaires and improved performance amongst pupils as monitored by the PE lead. 2. The measures taken create a culture of achievement and recognition for sporting engagement, as well as creating a wide range of opportunities for pupils to try different activities which may ignite an interest in sport and physical activity. This impact can be evidenced from pupil satisfaction questionnaires, and levels of participation / engagement. 3. As a result of the actions outlined, the Heber teaching team is well supported and has developed a range of skills to deliver effective PE lessons. The impact of this measurable in staff confidence to deliver effective PE lessons. 4. The experience of trying a wide range 	<ol style="list-style-type: none"> 1. An extras day's provision required for 2025-26 academic year since PE Teacher is reducing days from 3 to 2. 2. Class Teacher Indoor PE provision to remain a focus next academic year. 	<ol style="list-style-type: none"> 1. Informed by class teacher. 2. Internal monitoring.

Review of last year 2024/25

<p>4. Our focus is to expand the offering of different sports and activities as much as possible, from the regular sports to the more unusual, and to provide opportunities for PESSPA outside of the core curriculum offer.</p> <p>5. The school focus is to maximise participation in as many competitive fixtures as possible, with the intended impact of sparking interest and driving an improvement in performance, as well as raising confidence. Our pupils participate in a wide range of competitive sporting events, both within the school day and as extra-curricular activities: Local schools Football, Netball and Basketball Leagues run by our PE Lead. School football, netball, and basketball regular training sessions, occasional mini-tournaments & school tournament fixtures. Whole school Annual sports day at Alleyn's sports field Heber Fun Run at Dulwich Park Local cross country competitions</p>	<p>of different activities is designed to ignite passion and enthusiasm for a range of sports, some of which our pupils may not have had the opportunity to try before, for example:</p> <p>Swimming lessons for KS2 Cycling proficiency for KS2 Dance workshops from Alleyn's Regular use of Alleyn's field for outdoor sport lessons ie. Athletics. 'Tiny Tigers' rugby provision for KS1</p> <p>5. We have increased the number of fixtures we attend, this year angaging in a total of 38 fixtures or competitions. 75% of all children in the school have had the opportunity to represent the school, and all pupil premium children have represented the school in one way or another.</p>
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Intended actions for 2025/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ol style="list-style-type: none"> 1. To add to our specialist PE provision by recruiting an PE coach for current PE teacher's third day, which we will be losing next academic year. With this, we aim to enhance sport provision across the school teaching team by providing specialist sport CPD to other teachers. This is to ensure that all pupils receive a high-quality PE experience with every lesson they participate in. 2. Implementation of newly designed indoor PE curriculum map to support teachers with the delivery of a progressive and well planned and delivered indoor PE curriculum. 3. Continue to grow the extra-curricular offer by expanding the repertoire of out of hours coaching sessions to include running club, as well as the existing netball club that operates all year round. 4. Continue to ensure that the PE curriculum reflects the diversity of our students, by bringing in more sports from countries that are represented in our cohort of children. 	<ol style="list-style-type: none"> 1. Trial and recruit coach from third party provider. Evaluate range of options, timetable and set up for academic year 2025-26. Share good practice with class teachers to support their development in the teaching of indoor PE. 2. Devise revised curriculum map that ensures progressions of skills from Years 1-6. Share and communicate long, medium and short term planning. Identify areas of development in relation to staff CPD and draw on internal resources to support. 3. Set up and maintain running club sustained by parent volunteers and staff. Days and number of sessions to be based on interest levels from children and parents. 4. Evaluate current demographic of cohort. Work alongside PE teacher and PE coach to ensure coverage reflects our children's interests.

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?
<ol style="list-style-type: none"> 1. A continuation of the high quality provision we have in place, despite their being some staffing changes. A continuation of the strong levels of enjoyment and engagement seen with the current PE provision. 2. As 1 3. Improved health and fitness of children, engagement with running as a pastime and hobby. Higher levels of engagement and excitement for running as a sport 4. Increased levels of engagement in the PE curriculum through which children have a window into the wider world, but also a mirror within which they can see their own reflection. 	<ol style="list-style-type: none"> 1. Internal monitoring. 2. As 1 3. Improved bleep test results, higher levels of engagement with cross country events and fixtures, more opportunities for external running events. Generally better over engagement with running and health and fitness of the students. 4. Pupil voice and staff feedback.

Reviewing at the end of 2025/26 Actual impact/sustainability and supporting evidence

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