

# 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?
Pavillion Dance Partnership Successful running of sports day last year	Positive feedback from staff Positive feedback from children	Engagement in rugby at lunchtimes run by external club	Children feedback on wanting to partake in football rather than rugby at lunchtimes

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>To continue our partnership with Pavillion Dance</p>	<p>Keep in regular contact with Pavillion Dance and lease with year leaders to organise engaging dance lessons linked to their topics in class</p>
<p>To run a successful sports day where all children across the school can participate and thrive at their level</p>	<p>Ensure sports day activities are tailored to each key stage, enough equipment is ordered and plans for the day are communicated well with parents and staff</p>
<p>Continue partnership with Rippa Rugby and organise for them to continue running sessions at lunchtime to engage more pupils in playing rugby</p>	<p>Keep good communication with Rippa Rugby Staff. Collect feedback from staff and children on how the sessions are going.</p>

## 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?
<p>Foster appreciation for dance and the performing arts, use dance as a medium to address social issues (e.g., mental health, identity, inclusion), celebrate local heritage or contemporary artistic expression and encourage cross-curricular collaboration</p> <p>Ensure all abilities and backgrounds are represented and celebrated, create a welcoming environment where everyone feels valued, recognise not just winners but effort, sportsmanship, and personal growth. Strengthens relationships among participants, families, staff, and the wider community.</p> <p>Promotes regular physical activity among children, strengthens ties between the school and local community, provides role models and mentorship through club coaches and players. Ensure all children, regardless of ability or background, have access to rugby and feel welcome.</p>	<p>Feedback from children and staff</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Pavillion Dance Partnership:</p> <p><b>Personal Development of Pupils</b></p> <ul style="list-style-type: none"> <li>Improved confidence, self-expression, and creativity.</li> <li>Enhanced physical coordination and fitness.</li> </ul> <p><b>Curriculum Enrichment</b></p> <ul style="list-style-type: none"> <li>Dance integrated into subjects like history, English, and PSHE</li> <li>Engagement of pupils who may not thrive in traditional sports or academic settings.</li> </ul> <p><b>Community &amp; Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>Exposure to diverse dance styles and cultural traditions.</li> </ul> <p>Sports day:</p> <p><b>Cultural Continuity</b></p> <ul style="list-style-type: none"> <li>Establishes sports day as a valued tradition within the school.</li> <li>Builds a legacy of active engagement and celebration of physical education</li> </ul> <p><b>Long-Term Impact on Attitudes</b></p> <ul style="list-style-type: none"> <li>Inspires children to pursue sports and physical activity beyond</li> </ul>	<p>Dance lesson observations</p> <p>Observations made on sports day</p> <p>Observations made by staff at lunchtimes</p>

## Actual impact/sustainability and supporting evidence

school.

- Reinforces the importance of teamwork, perseverance, and fair play in everyday life.

Rugby club sessions at lunchtimes:

### **Physical Activity & Health**

- Increased physical activity during the school day, supporting pupils' fitness and wellbeing.

### **Engagement & Behaviour**

- Lunchtime sessions provide structured, positive outlets for energy

### **Positive Role Models**

- Club coaches and players serve as inspiring figures, promoting respect and ambition.