



PE Funding Plan 2024-2025



Department
for Education



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?
Competition Attendance	Many children across school were able to take part in organized out-of-school events such as athletics and table tennis.	Some events were missed due to concerns around behaviour/resilience.	Speaking to staff. Events not attended.
P.E. Resources	The PE cupboard now contains a wide range of resources to support and enhance participation in the planned PE curriculum, as well as allowing the offer of after-school sports clubs, for example Multi-Sports Club.	Equipment to enhance playtime/lunchtime physical activity and sports participation is lacking.	Seeing resources that are deployed and how they are used.
Role of Sports Coach	The Sports Coach role is increasingly embedded in curriculum PE delivery, and they support and lead lessons across school.		Staff feel increasingly confident in delivering the subject. A programme of staff and coach taught lessons took place to upskill staff.

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>1) Investigate external providers who could enhance our curriculum offer.</p> <p>2) Purchase sustainable outdoor equipment to promote outdoor physical activity.</p> <p>3) Leverage the Commando Joe programme to promote physical activity linked to personal development.</p> <p>4) Continue to develop our attendance at competitive events</p>	<ul style="list-style-type: none"> • Survey school staff and trust schools to generate leads. • Link leads to curriculum areas then make contact. • Investigate suitable options. • Pupil Voice to inform decision-making. • Assess feasibility for funding. • Assess Commando Joe programme as it links to PE/Sport • Develop curriculum links as appropriate • Developing resilience (i.e. through Commando Joe as well as other lessons) that will support children at competitive events. • Encouraging children who are not immediately confident or successful to join events, especially as part of a larger team. • Continue to fund staffing and transport as in 2023/24.

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?
<p>1) Curriculum delivery and outcomes enhanced by expert teaching.</p> <p>2) More lessons able to take place outdoors and more active breaks and lunchtimes.</p> <p>3) Personal development outcomes improving across school.</p> <p>4) Linking to point 3), more events attended without concerns around resilience in competitive situations.</p>	<ul style="list-style-type: none">• Increased engagement and outcomes for learners.• Informal monitoring of breaks/lunchtimes.• Planned lessons taking place outdoors more frequently. • Reduced behaviour issues.• Increased resilience around school as a whole but especially in competitive situations• This can build year-on-year • More events attended.• More children participating positively in competitive events.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Swimming outcomes improving for Years 5 and 6.</p> <p>Engagement in outdoor play beginning to improve.</p> <p>Event attendance increased in both numbers and breadth of pupil groups attending.</p>	<ul style="list-style-type: none">• Increased 25 metres attainment.• Increased Self-Rescue attainment. • Break and lunchtime observations, particularly on football, basketball and tennis at lunchtimes. • Number of events attended.• Additional LET events attended.• SEND PE/Sports events attended.