

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?
<ul style="list-style-type: none"> - Develop meaningful CPD opportunities for primary based staff - The profile of PE and sport to be raised across the department as a tool for school improvement - Sports Leaders - Curriculum Development – in particular Pre Formal Pathway - Partnership work with DCC, DCS 	<ul style="list-style-type: none"> - Staff felt more confident in the teaching of PE (from staff feedback). - More staff trained in Rebound Therapy – supporting regulation and OT - More schools asking for support with SEND PE. Leading a workshop at AFBE. Continued research project with Durham University. - Sports Leaders helping to support events ran by SSP - Pre Formal Pathway curriculum incorporates OT, MATP, Music and Movement - Ongoing projects with DCC,DCS 	<ul style="list-style-type: none"> -Increasing the external sporting opportunities for Discrete Autism Pathway - After school clubs 	<ul style="list-style-type: none"> -This pathway did not attend as many events as other pathways. - Not as many after school clubs running as planned due to staffing.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> - Increase sporting opportunities for Discrete Autism Pathway – External - After School Clubs - Develop Physical Literacy Policy in School – Working closely with Gethin Thomas from Bangor University and Durham County Sport. - Development of Outdoor Adventures experiences 	<ul style="list-style-type: none"> - Work with current partners ie Smile Through Sport, DCS – to establish event - Work with SLT and external sporting partners to establish more after school clubs - Whole School Staff CPD. Individualised CPD and networking with other schools on development of Physical Literacy Policy - Work closely with DCS and 4 other schools to develop Outdoor Adventure experiences for pupils in all pathways

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?
<ul style="list-style-type: none"> - Increase sporting opportunities for Discrete Autism Pathway – External More pupils in Pathway both primary and Secondary attending external festivals and competitions – Yearly events - After School Clubs – More clubs established/register of pupils attending - Develop Physical Literacy Policy in School – Working closely with Gethin Thomas from Bangor University and Durham County Sport.- Policy in school, supported by Governors and SLT. - Development of Outdoor Adventures experiences – Pupils engaging in this learning opportunity 	<ul style="list-style-type: none"> - Register of events, register of pupils attending, curriculum development – integrate the activities into the curriculum to support practice for pupils before they attend events. Possible coaches attending school to support preparing pupils for events. - Register of clubs/register of pupils attending. Possible external coaches running clubs. Supported by schools staff. School staff questionnaire to gain staff interest and skills - Staff CPD register and feedback. Working party for PL policy - Staff CPD register. Register of pupils attending OA sessions. Pupil and staff feedback.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Working document- dates added as work is produced towards the below projects</p> <ul style="list-style-type: none"> - Increase sporting opportunities for Discrete Autism Pathway – External-contact made with external partners to express interest (Oct 24) - After School Clubs – School Staff questionnaire complete –staff skills and interests (Sept 24) - Develop Physical Literacy Policy in School – Working closely with Gethin Thomas from Bangor University and Durham County Sport. – Whole School Staff CPD (Sept 24), Working Party CPD on policy writing (Nov 24) - Development of Outdoor Adventures experiences – 4 Partners schools invited to work on this project (Oct 24) 	<ul style="list-style-type: none"> - Register of external partners wanting to organise event, planning notes - Results of questionnaire analysed, staff asked what clubs they would support - School CPD feedback - List of schools wanting to be involved in OA project