

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?
We had the highest percentage in regard to children attending an extra-curricular club which was 9% for KS2 and 93% for KS1. 80% of KS2 children and 87% of KS1 children took part in an inter-house competition and 100% of Year 6 was able to represent the school before they left. Pupils benefit from being taught by a specialist sports coach for a proportion of their PE lessons. Additional swimming lessons for year groups on top of curriculum lessons.	Tracking systems help identify children who have/haven't represented the school in intra-house competitions. Children talk positively about school sport and more children have expressed an interest in being a part of the PE council next year. During pupil voice sessions and from observing lessons, children talk highly about their P.E lessons. Good outcomes in assessments provided by our external coaches.	Participation at break and lunch times through the purchase of additional resources and equipment.	Observations during play inform us that we need more resources on the playground to encourage active play. We will train children from upper key stage 2 to help lead games during break times to promote physical activity.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Our programme of study for PE is inclusive and built around an equal opportunity for all to access and excel in the subject. Encouraging physical activity is one of our main aims at Livingstone. We want to promote physical activity throughout the school day which also extends to our after-school activities. We also want to ensure children are given opportunities to attend clubs and participate in intra and inter-house competitions. To ensure that all pupils and staff benefit from being taught by a specialist sports coach for a proportion of their PE lessons. We strive to provide greater opportunities for pupils to take place in sporting fixtures and competitions within the local area, to raise the profile of PE.	Our P.E curriculum continues to ensure all children are getting a full and varied coverage of the curriculum, which is ran by specialist coaches, level 5 teaching assistants and confident teachers where children receive two hours of timetable P.E with compulsory swimming lessons for children in year 3 and 4. As well extra sessions for year 5 and 6 based on data collected from previous years. We are passionate about the need to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. To monitor this, we have tracking systems to identify which children are attending extra-curricular clubs and those who have represented the school to ensure children are giving opportunities to take part in school and competitive sport. Through our teaching of PE and participation in physical activity, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect. We ensure children receive high quality sport experiences and we offer a range of different extra-curricular clubs afterschool and during school for children across all ages to raise aspirations for sport.

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?
We aim to increase the number of active minutes for all pupils, ensuring that every child achieves at least 30 active minutes within the school day. The funding aims to enhance participation in physical activities during lunchtimes and breaktimes through a wider range of engaging opportunities, supported by confident pupil play leaders and well-trained lunchtime staff who can facilitate sustained, active play. This is expected to lead to fewer behaviour incidents during lunchtimes and greater overall enjoyment of physical activity. Sustained engagement in clubs particularly among pupils who do not normally take part in sports outside school remains a key focus, alongside continued success in inter-school competitions and an increase in participation rates, especially among younger year groups (Years 3 and 4). The ongoing development of intra-school competitions, such as the Year 5/6 athletics event, will further embed a culture of activity, inclusion, and sporting achievement across the school.	Participation will be tracked using registers for extra-curricular clubs and records of pupils involved in intra-house and inter-school competitions. Pupil voice surveys will provide insight into children's enjoyment, confidence, and perceived opportunities for physical activity, while staff surveys and lunchtime staff feedback will gauge confidence levels in leading and supporting active play. Behaviour logs will be monitored to identify reductions in lunchtime incidents linked to improved engagement in activities.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
We have worked with our upper Key Stage children to give them more responsibilities and work on their leadership skills. Giving them more trusting positions has given the opportunity to plan and lead games throughout the year. While we have external coaches to teach KS1 and KS2, we want to ensure EYFS and our SEND provision have PE integrated into their curriculum, so a PE scheme helps to support teaching of skills.	We have continued to achieve high percentages in regards to children attending an extra-curricular club which was 90% for KS2. 80% of children took part in an inter-house competition and 100% of Year 6 was able to represent the school before they left. We have been awarded platinum for the KS1 and KS2 School Games Mark for a second year which highlights our achievements throughout the academic year for academic years.