

# ZPE 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?
Lunchtimes are fairly active	Children regularly engage with equipment out at lunchtimes.	Opportunities for pupils that don't regularly engage with certain activities (football, basketball, skipping)	Observations of activity at lunchtime show the same children using equipment or accessing games and activities.
Purchasing additional equipment (PE and circuit)	Staff did not report as many issues regarding equipment to me and highlighted the positives of having enough equipment for their class.	They lacked certain pieces of equipment needed to teach the curriculum effectively.	An audit of equipment demonstrated what equipment was not available.
Introducing a structured lesson focused on physical activity and some core skills within PE.	Children enjoy the range of movements within the lesson and are improving their coordination, balance and fitness.		

## 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 aims this year were to increase levels of physical activity among pupils, support a wider range of experiences and to improve staff subject knowledge in delivering high-quality PE.	<p>To support active play and lunchtime movement, we invested in a range of new playground equipment for both Key Stage 1 and Key Stage 2.</p> <p>Within PE lessons, new equipment has been purchased.</p> <p>A new, progressive PE planning scheme has been purchased.</p>
Provide culturally enriching opportunities in sport to broaden pupils' interest in different types of exercise and activity.	We provided pupils with access to new sporting experiences, such as breakdancing and street dance. We also ran an after-school street dance club.
To increase swimming attainment, particularly among Year 6 pupils and children with SEND.	We used a pop-up pool for tailored sessions. This has provided focused swimming to improve water confidence and/or pupils' ability to perform strokes competently. Through these sessions, Year 6 children needing additional support were identified and then targeted further through additional swimming time.

## 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>New playground equipment for both Key Stage 1 and Key Stage 2 will hopefully lead to increased levels of daily physical activity through more purposeful use of playtimes (healthy habits with children seeking out movement).</p> <p>Purchasing PE equipment will hopefully enable more inclusive, high-quality lessons, maximising learning time and raising attainment across year groups.</p> <p>Purchasing access to a PE planning scheme will hopefully significantly improve teacher confidence and subject knowledge across the school, resulting in improved pupil engagement and attainment in PE lessons (evidenced by learning walks and pupil and teacher voice)</p>	<p>Drop in obesity levels (Year 6) Playground walks to assess levels of inactive/active children Pupil Voice</p> <p>Learning walks and higher pupil attainment in PE</p> <p>Learning walks to identify impact on pupils' attainment and teacher confidence and instruction.</p>



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>There has been a marked increase in teachers' confidence to deliver PE lessons. Additional equipment has helped ensure pupils' time on task is maximized and helped support higher level of physical activity at break and lunchtimes.</p> <p>While not a planned outcome, teachers and support staff have also gained a better understanding of progression and attainment within swimming due to engaging with tracking pupils' attainment. SEND pupils have shown good progress. 15% of Year 6 pupils are able to swim the required 25m and apply a range of strokes. 7% of children in Year 6 are able to perform safe self rescue.</p>	<p>Teacher and pupil voice have been invaluable and have backed up the impact described (higher pupil attainment in PE) and more active pupils during break and lunchtimes. Learning walks have also helped confirm these judgements.</p> <p>Swim attainment data Pupil and teacher voice</p>