

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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- 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?
<p>Additional lunch time staff were able to lead additional lunchtime sporting activities.</p> <p>Purchase sports and outdoor fitness equipment.</p> <p>PE leads supported further play leader training to staff and pupils in conjunction with external coach.</p> <p>A range of after school sports clubs for pupils from YR – Y6 were available over the year.</p> <p>PE leads to coordinate and supervise school sports competitions.</p>	<p>Children accessed a range of sports during their lunch time: basketball, hockey, football and fitness activities.</p> <p>Girls were given their own day for football and this increased participation and built their confidence to join in on the other days, too.</p> <p>Play leaders, from a range of backgrounds, were recruited and supported activities on the playground.</p> <p>School competed in inter school competitions across KS2. Links made with local schools to play competitive fixtures for both boys and girls.</p>	<p>Some pupils more proactive at the playground leader role than others. Focus next year will be providing further training and gaining pupil voice on games and activities to further improve quality on offer.</p> <p>Not all pupils had the necessary equipment available to compete competitively – shin pads, boots etc.</p>	<p>Observing leaders during lunch time.</p> <p>Feedback from staff.</p>

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>Further develop physical activity during unstructured times for all pupils.</p> <p>Raise the profile of PE and sports through extra-curricular activities during lunchtimes and after-school clubs.</p> <p>Staff can further develop knowledge and skills in PE to improve delivery of lessons.</p> <p>Improve activity levels of pupils who are reluctant to participate in sport activities to begin to enjoy and build up self-esteem.</p> <p>Provide opportunities for pupils to attend out-of-school competitions and to take part in taster sessions against other schools in a range of sports. Promote good sporting behaviour when taking part in competitive sports.</p>	<p>Training for playground leaders on playground games</p> <p>Coach employed to deliver playground leader CPD</p> <p>Coach employed to co-teach PE lessons alongside staff and model expertise.</p> <p>Employ extra dinner staff to lead on physical activities.</p> <p>Sports equipment updated.</p> <p>PE leader works with sport coach to arrange teams for competitions across the trust and against local schools.</p> <p>PE leader leads CPD around playground leadership and CPD to develop delivery of lessons.</p> <p>Work in partnership with other PE leads to arrange fixtures across the year against local schools for all KS2 year groups.</p> <p>Venn Olympics attended by all year groups</p> <p>Girls football on Fridays to encourage further participation</p>

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>Investment in staff and resources will ensure the school is adequately resourced so pupils can access a variety of physical and sporting activities at breaktimes.</p> <p>Teachers and/or support staff become confident and proficient in delivering a sequence of PE lessons to develop pupil knowledge and skills across a range of sports.</p> <p>Coaching model continues for a sequence of PE lessons led by sports coach.</p> <p>Pupils continue to competitively take part in different sports across the years at school.</p> <p>Promote outside clubs for pupils to join to further their participation in sports.</p> <p>Increase in pupils representing the school in out-of-school activities and competitions; and in a wider range of sports and activities.</p> <p>Pupils show higher levels of engagement in PE lessons and physical activity sessions e.g.extra curricular playtimes and lunchtimes.</p>	<p>Playground leaders evidenced leading sporting activities on the playground.</p> <p>Plans in place for staff roles during lunch times that link to the sporting activity they will be supporting.</p> <p>Extra clubs records of pupils attendance. Pupils' groups identified to ensure clubs are attended by range of groups including PP, Non PP, SEN, etc.</p> <p>Planning and teacher assessments for PE</p> <p>Photographs for sporting events attended, for example Venn Olympics.</p> <p>Feedback from pupils regarding opportunities to be active during school day through unstructured and events/days.</p> <p>Pupil voice and questionnaires – feedback about PE lessons, afterschool clubs, opportunities for physical activity.</p> <p>Analysis of pupils attending after-school clubs and taking part in competitions.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Pupils accessing a range of sporting opportunities at break times.</p> <p>Increased numbers of pupils competitively take part in different sports across the years at school.</p> <p>Pupils show higher levels of engagement in PE lessons and physical activity sessions e.g. extra-curricular activities, playtimes and lunchtimes.</p>	<p>Playground leaders evidenced leading sporting activities on the playground.</p> <p>Plans in place for staff roles during lunch times that link to the sporting activity they will be supporting.</p> <p>Extra clubs records of pupils attendance. Pupils' groups identified to ensure clubs are attended by range of groups including PP, Non PP, SEN, etc.</p> <p>Planning and teacher assessments for PE</p> <p>Photographs for sporting events attended, for example Venn Olympics.</p> <p>Feedback from pupils regarding opportunities to be active during school day through unstructured and events/days.</p> <p>Pupil voice and questionnaires – feedback about PE lessons, afterschool clubs, opportunities for physical activity.</p> <p>Analysis of pupils attending after-school clubs and taking part in competitions.</p>