

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?
<p>More teams that previously qualifying for finals of local competitions (18 out of 23 children who qualified do not play competitively outside of school). Number of pupils that have accessed competitive sport in KS2 is now 63%.</p> <p>Staff confidence to teacher aspects of PE is improved, e.g. gymnastics and dance.</p> <p>50% of the school accessing a sport not readily available in school or as a club in the local area. Facing challenges and overcoming fears. Self-esteem built through achieving a task many thought they couldn't. 51 children accessing school clubs of which 43 don't access the same sport outside of school.</p> <p>Assessments in PE are clear and precise. Teachers can 'teach the gaps' in knowledge – in most areas of the curriculum (often with support from the scheme).</p>	<ul style="list-style-type: none"> • Qualification results • Comparison to previous years • Pupil voice and parent/carer conversations. • Teacher survey • CPD offer in place for 'less confident' subject areas. • Sports Leader and SLT have selected sports that children may not access, e.g. fencing, climbing. • PE attainment continues to be high. Teachers can talk about specific children – who is achieving and why; why is not. 	<p>At times, it is often the same children who offer themselves to play in competitions – although more children are expressing confidence to do so, which is encouraging.</p> <p>Person delivering CPD changed mid-point the year so lost some progress.</p> <p>At times, considerations to be made of after-school club evenings (e.g. not overlapping with choir in school or local clubs).</p> <p>At times, some areas of the curriculum are more difficult to assess, from staff survey. Sometimes gaps are in competitive skill, not core skill.</p>	<ul style="list-style-type: none"> • Participation and interest lists • Teacher survey • Club uptake and parent feedback • Teacher survey – considerations on 'games' teaching for next year?

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 - Introduction of a Sports Coordinator role to work alongside staff in order to increase provision, resourcing and enjoyment by children. This will include the offer of specialist clubs e.g. sports, karate, table tennis, dance and competitive sporting opportunities.</p> <p>2 - Offering sporting opportunities on a break and lunchtime to encourage children to be more active during unstructured times.</p> <p>3 - To raise the profile of sport, healthy lifestyle and mental health across school by increasing parental awareness of healthy lifestyles and mental health and parental engagement with school.</p> <p>4 - Raising the profile of young leaders in sports by developing key leadership skills to support physical activity in younger children throughout school.</p> <p>5 - Develop the children’s skills, confidence and road safety with cycling.</p> <p>6 - Children are able to participate in competitive sports and are exposed to new competitive opportunities</p> <p>7 - Teachers to have the opportunity to understand how skills progress and how lessons can be differentiated to meet the needs of all learners.</p>	<p>1 - Specialist clubs to be offered to all (including EYFS). Pupil voice to capture pupil enjoyment Data to capture pupil access to sports – those ‘regular’ and those more unusual in the area.</p> <p>2 - Audit provision and resources in school. Training for staff at all levels.</p> <p>3 - PE/ Health Lifestyle offer to become embedded at school – including for families.</p> <p>4 - Sports Leaders to be in place to promote leadership skills, physical activity – these will be trained by Sports Coordinator and celebrated in school.</p> <p>5 - Liaison with local initiatives.</p> <p>6 - Consideration of more competitive/ game-based opportunities for PE curriculum – possible move away from Real PE as sole PE scheme.</p> <p>7 - Further focus on Academy Improvement Planning for bespoke curriculum for children with neurodiversity and/or complex SEND. Support from Occupational Therapy to address gaps in knowledge and skill, and meet them.</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>1 – Continued high levels of engagement from children, which includes those who do not take part in competitive sport outside of school, and opportunities for competitive sport in areas not offered locally (and/or by some children who cannot join external clubs either through financial means, transport or other matters).</p> <p>2 – Continued high uptake of physical activities at all times of the school day, including targeting some ‘difficult to engage’ children.</p> <p>3 – PE and Sport to be a key driver in school improvement, particularly in regards to mental health and wellbeing.</p> <p>4 – Sports Leaders to become a pivotal part of playtimes and lunchtime. Other children to seek out these children for opportunities for healthy ‘unstructured’ times of the day.</p> <p>5 – Further engagement with healthy lifestyles, children cycling to- and from- school, children discuss safe practices on local, busy roads.</p> <p>6 – Pupil’s positive engagement in competition within school, including improved behaviour and response if not successful. Positive attitude to competition within school to extend beyond the school gates. Teacher confidence to teach competitive sport (including ‘sports behaviours’) has increased.</p> <p>7 – Teacher confidence in assessment to continue, particularly for those pupils who struggle with certain skills. Teachers are upskilled in adaptive teaching where pupils have specific needs and/or gaps in skills or knowledge.</p>	<p>1 – data, attendance, participation lists</p> <p>2 – data, attendance, specific pupil case studies and pupil voice</p> <p>3 – pupil voice, EHNA survey, height/weight checks, school lunches selected.</p> <p>4 – monitoring, observation, engagement levels to continue across the year.</p> <p>5 – pupil participation, pupil voice</p> <p>6 – PE and playground observations specifically linked to competition, sports skills. Pupil voice and teacher surveys.</p> <p>7 – Lesson observations, teacher engagement with CPD, assessments, teacher surveys.</p>

