

# PE Funding

## Evaluation Form



Department  
for Education

Commissioned by



**Created by**

## 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

Please see RAG rated PE Plan 2023/2024-

<https://docs.google.com/document/d/1U8JU3V8nXq-azOMq4WsOFS995yfEy4GD9XUnqYVrlGY/edit?usp=sharing>

What went well?	How do you know?	What didn't go well?	How do you know?
<p>PE lead teaching across the school to ensure all children have access to high quality PE teaching. Also providing extra curricular activities and before, lunchtime and after school club activities.</p> <p>PE lead given time to organise an to monitor PE and also ensure the children have increased participation in school sport.</p> <p>Play Leaders are in place to ensure we have active playtimes.</p> <p>Opportunities and the chance to develop new skills and to provide staff with access to high quality modelling of P.E. teaching to develop sustainability within the staff team.</p>	<p>External reviews and Ofsted - personnel development graded as outstanding and we received a character mark plus award.</p> <p>Children attended a range of different sporting events across the year in a range of different sports.</p> <p>Children competed for participation and also at County and National level for a range of different sports.</p> <p>We hosted a range of activities to ensure there were opportunities for children in our school and across the local community to participate in school sport.</p> <p>Monitoring by P.E. Lead enabled a focus on strengths and weaknesses in PE and having this oversight across Reception to Year 6. .</p> <p>PE lead supported admin of increased participation and organisation of school sport and extracurricular opportunities</p> <p>PE leader is raising the profile of PE, school sport and physical activity across the school through dojo posts and being part of active lunchtimes, plus teaching across the school for continuity and progression.</p>	<p>Ensuring ALL children are physically active outside of school.</p> <p>Ensuring a balance of participation and competitive sporting events.</p> <p>Ensuring children and families have a greater understanding of how to stay physically active and healthy outside of school.</p> <p>Ensuring daily physical activity for all children through DPA to ensure ALL children have a base level of fitness.</p> <p>To ensure we adapt the sports to reflect the skills needed but also interests of the children to maximize engagement</p>	<p>Through surveys, it has indicated that not all children are as physically active outside of school as others.</p> <p>There hasn't been enough opportunities for ALL children to participate in festivals as they have not been run by our local learning community. We would like to run more festivals and opportunities for children to participate in 2024-2025 by working with other local schools and learning communities.</p> <p>Due to two temporary classrooms last year our school site did not enable all children to do DPA as regularly as we would have liked so this is something to focus on this year.</p>

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to take action and achieve these plans?
Intent	Implementation
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>To ensure ALL children have access to physical activity in and outside of school.</p> <p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>To ensure PE and School Sport continues to be part of our whole school approach as we are a school of character and also our personal development.</p> <p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Staff to receive support in development to ensure progress and sustainability of P.E curriculum.</p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils</p> <p>To ensure there is a broader range of sports and activities for all pupils to support an increase in participation in physical activity.</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport</p> <p>Opportunities for pupils to participate in inter-school sporting events e.g. multi-skills, cross-country, tennis, rugby, football, athletics, G&amp;T, netball, volley sport,</p>	<ul style="list-style-type: none"> <li>● Child and parent surveys relating to physical activity levels</li> <li>● Increased opportunity for physical activity in school via</li> <li>● Targeting children who have less access to physical activity outside of school to ensure they have additional opportunities in school.</li> <li>● Hosting more inter school festivals and activities to enable increased participation.</li> <li>● Supporting parents' understanding of the importance of physical activity, fitness and health through parent workshops and whole school healthy living festivals.</li> <li>● In school PE lead to work alongside teachers. Modeling and providing planning initially and then supporting - Plan do review approach.</li> <li>● Teachers have a greater understanding of how to teach high quality PE with coaching from a PE Lead</li> <li>● Whole school. Children are exposed to opportunities to compete against children from other local schools to gain self - confidence through challenging themselves, developing resilience, and engagement with competitive sports to increase participation across the whole school. Employment of lead PE teacher and to support organisation and participation.</li> </ul>

swimming, aquathlons, cross country etc.

## 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?
<ul style="list-style-type: none"> <li>- Higher participation rate of physical activity outside and in school.</li> <li>- Curriculum map of school sports reflects a balanced range of sports throughout the year.</li> <li>- Children’s ability levels in a range of sports improvement and evidenced through PE assessments.</li> <li>- 30 minutes DPA everyday for all children - logged on google sheets - a range of DPA activities recorded.</li> <li>- Active playtimes - staff led activities at lunchtime to support active playtimes alongside play leaders - this is to support sustainability</li> <li>- Children understand the impact of physical activity and school sport linked to specific performance character virtues and can articulate how this links with their metacognition and learning in school.</li> <li>- Children to participate in a wide range of sporting events in school and outside of school at different levels and festivals.</li> <li>- Whole school sports day which focuses on participation and teamwork and also competitive races</li> <li>- For Children to have the opportunity to reach a high standard in local, County and National competitive sports events.</li> </ul>	<ul style="list-style-type: none"> <li>- Data outcomes of surveys to be used to support an increase in participation.</li> <li>- Before and after surveys to evidence impact.</li> <li>- Questionnaires completed from staff, pupils and parents.</li> <li>- Staff, pupil and parent voice</li> <li>- Outcomes in sporting events</li> <li>- Participation in school sport and extra curricular events - increased participation in after school clubs</li> <li>- Minimum 30 mins DPA evidenced daily through whole class records.</li> <li>- Reduced lunchtime incidents due to active playtimes.</li> <li>- Outcomes and numbers of children participating in school sport has increased.</li> <li>- Children’s understanding of how to stay physically active for health and fitness has improved.</li> </ul>





## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?