

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>Deployment of Sports Apprentice</p> <p>Deployment of Premier Education Sports Coach</p> <p>Sports Club attended by pupils</p> <p>Participation in Remote Sports Tournaments</p> <p>Participation in physical local tournaments</p>	<p>Observation and pupil / staff feedback Increased engagement in Sports over lunchtimes</p> <p>Quality PE lessons and CPD training for staff</p> <p>Range of clubs offered and high levels of participation</p> <p>Wide range of remote tournaments attended including range of Sports that children would otherwise not have the opportunity to participate in</p> <p>First time Girls Football club have participated in tournaments successfully, Boys Football club won the local league</p>	<p>RAAC disruptions meant limited access to hall – only in last 6 months of the year; marquee use instead but conditions and environment were not always conducive to quality sessions for the first half of the school year</p> <p>Whilst the remote competitions introducing a wider range of sports opportunities were excellent, some more reluctant children found participation in something completely new more challenging</p>	<p>RAAC disruption within the school</p> <p>Observation and feedback from the children</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>To increase confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>To engage all pupils in regular physical activity</p> <p>To raise the profile of PE and sport across the school as a tool for whole school improvement</p> <p>To offer a broader experience of a range of sports and activities to all pupils</p> <p>To increase participation in competitive sport</p>	<p>Continuation of Premier Education Sport Coach to team teach PE lessons with teachers throughout the year, in areas of the PE curriculum where they are less confident; staff training sessions accessing Premier Education planning and assessment tools to increase staff understanding</p> <p>Sports Coach After School clubs x2 weekly, After School netball club, Girls Football Club, Basketball Club; Rounders and Cricket Club</p> <p>Tennis and Rugby coaching sessions</p> <p>Remote Competitions led by Premier Education for all KS1 and KS2 classes</p> <p>Play leader training</p> <p>Celebrations Assemblies, promotion on social media; promotion of school virtues of courage and resilience; participation in range of new sports opportunities through Healthy Week workshops</p> <p>Remote Competitions promoting a different range of sports, attendance at physical tournaments with other schools locally; Healthy Week activities including tennis and rugby coaching; continued deployment of Sports TA to lead lunchtime sessions and after school clubs in addition to Premier Education sessions</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>Increased physical activity at break times and lunchtimes through deployment of Sports TA to less confident and more reluctant children over these sessions</p> <p>Increased participation in lunchtime clubs offered by Sports TA</p> <p>Increased confidence in the delivery of the full PE curriculum and its assessment by teachers</p> <p>Range of different sports offered and pupil enjoyment and enthusiasm increase</p> <p>Participation in Sports Tournaments will continue to motivate and inspire children to be physically active, practise at lunchtimes, take part in clubs, attend after school sessions etc</p>	<p>Pupil Voice responses, feedback from Sports TA</p> <p>Pupil Voice responses and feedback from Sports TA</p> <p>Staff Voice and professional dialogue, lesson observation and discussions</p> <p>Pupil Voice and Staff Voice feedback</p> <p>Pupil Voice, Coach feedback, Staff Voice and feedback</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Sports and Physical levels increased at break times and lunchtimes thanks to a variety of actions implemented during the year:</p> <p>Sports TA engagement with key children at lunchtime – high level need SEND children in particular who need support with appropriate engagement</p> <p>Re-introduction and resourcing of ‘Scrap Shed’ play at break times and lunchtimes – implementation of Pupil Ambassadors to take care of equipment</p> <p>Re-opening of play equipment following safety inspection</p> <p>Re-opening of school field after re-seeding following previous years’ RAAC disruptions</p> <p>Sports lunchtime girls’ football club impacting on improved participation and eagerness amongst girls to represent the school in the 2nd year of the school girls’ football team</p> <p>Improved participation and success amongst boys’ football team – league winners for the second year</p> <p>Successful deployment of Sports Coaches impacting on the confidence of teaching staff; success of previous coach deployment also seen through teacher led PE sessions in areas where confidence was not as strong previously (Dance sessions)</p> <p>Remote competitions and tournaments have given children opportunity to participate in a range of different sports than they normally might have access to – golf, curling, frisbee, javelin etc; League table results shared between participating schools</p> <p>Ongoing enjoyment in range of Sports Day, Inter and Intra tournaments demonstrates correct pitch and appropriate levels of encouragement and motivation given to pupils</p> <p>Range of sports after school clubs offered throughout the year – football, multi-skills, gymnastics, dance, dodgeball, cricket rounders, netball, tennis, chess</p>	<p>Observation of pupils at lunchtime</p> <p>Pupil voice feedback</p> <p>Staff voice feedback</p> <p>Competition involvement and parental feedback</p> <p>League trophy second year running</p> <p>Lesson observation, pupil voice and staff voice</p> <p>Pupil voice feedback, observation and league table results shared</p> <p>Attendance and feedback from coaches and parental support</p>