

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>Continued subscription to PEHub curriculum. – this is to be replaced with Getset4PE in September 2024</p> <p>Continued to employ Spark active to provide CPD to staff on a weekly basis.</p> <p>Invited sports coaches in during the Autumn term to work with Year 1 and Year 5 teacher, providing high quality CPD, as well as sessions such as:</p> <ul style="list-style-type: none"> o Social Action o SEMH o Afterschool football <p>Ensured swimming lessons are tailored to target those who cannot swim 25m and allow 2 classes to go swimming throughout the year</p> <p>All classes received Olympic theme dance workshops Glo sports and Drumba sessions for all children</p>	<p>Increased staff confidence delivering PE.</p> <p>Well-sequenced curriculum giving children opportunity to build on previously learnt skills in new year groups.</p> <p>Continue to develop staff expertise in delivering high quality PE lessons</p> <p>Opportunity for staff to work alongside an expert to support with assessment.</p> <p>Provided children with an opportunity to participate in games/tournaments against their peers</p>	<p>After auditing effectiveness we are moving away from PEHub to GetSet4PE as this offers better structure and challenge for our children. Continue to employ Spark Active to provide sports provision after school, lunch and staff CPD.</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>Continue to develop[lunchtime sport sessions/activities for pupils</p> <p>Reintroduce sports clubs for pupils.</p> <ul style="list-style-type: none"> • Boys' football • Girls' football • Multi-skills • SEMH club <p>Plus a range of new and unusual sports</p> <p>Employ Spark active to provide weekly PE lessons and CPD sessions for all teachers</p> <p>Target less-active children for extracurricular opportunities.</p> <p>Learning how to ride a bike/ scooter from Year 6 - EYFS.</p> <p>In addition to the 2 hours of timetabled Physical Education curriculum lessons children to take part in 'active blasts' (short periods of physical activities that give pupils a brief break from learning to increase their focus in class) sessions.</p> <p>Membership for Spark Active giving access to student sports workshops, staff CPC sessions, wellbeing workshop, PE network events and entry to sporting competitions</p>	<p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity.</p> <p>Sports coach/teaching staff – as they need to lead the activity.</p> <p>All teachers will have 1:1 sessi0ons with the PE coach to ensure their areas of development are actioned following SWOT analysis</p> <p>Interventions to support phonics, maths and social interaction through PE and sport</p> <p>Bike ability and scoot ability</p> <p>Increased staff confidence in PE and sporting events, increased attendance for sporting events with a particular focus of girls and PP children.</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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>More pupils experiencing a broader range of sports and activities. Opportunities for the children to compete against their peers in school and at organised sport events within the borough.</p> <p>Increased confidence and knowledge of teaching for all staff. Ensure impact is being achieved by monitoring class teachers' own PE lessons, providing further support where necessary.</p> <p>Children in Year 1 and 3 will have access to high quality coaching for certain sports. Many other children use the skills from after school provision to now play for local teams</p> <p>Sports coaching service to support at lunchtime an after school 2 days a week.</p> <p>Subject leader release to monitor impact of staff CPD and coaching sessions</p> <p>1:1 PE coaching for 2 teachers for 1 lesson each week in the academic year.</p> <p>Get set for PE scheme of work to support teaching of all PE lessons</p> <p>Transport to eb=vents and sporting activities</p>	<p>There will be an increase in the number of pupils regularly participating in daily physical activity and PE/sport clubs.</p> <p>Attendance registers for PE lessons and extracurricular clubs</p> <p>Pupil self-assessment surveys on activity levels</p> <p>Pupil voice feedback and questionnaires</p> <p>Observations of increased engagement during PE lessons</p> <p>Pupils will report trying new sports and demonstrate skills across a wider variety of activities.</p> <p>What evidence do you have or expect to have?</p> <p>PE curriculum maps and lesson plans showing variety</p> <p>Pupil feedback forms and interviews</p> <p>Photographs and records of participation in new sports</p> <p>Teacher assessment records of pupil skills in different activities</p> <p>More pupils will participate in intra- and inter-school competitions.</p> <p>Competition participation lists and results</p> <p>Certificates, medals, and awards</p> <p>Reports from event organisers</p> <p>Pupil reflections on competition experiences</p> <p>Staff self-evaluation forms before and after CPD</p> <p>Lesson observation notes and feedback</p> <p>Records of staff attendance at CPD/coaching sessions</p> <p>Year 1 and 3 pupils will show improved skills and enjoyment in coached sports.</p> <p>Coach assessment reports</p> <p>Pupil progress tracking</p> <p>Pupil and parent feedback</p> <p>Observations of lessons</p> <p>Increased engagement and positive behaviour during lunchtime and after school sessions.</p> <p>Behaviour logs</p> <p>Coach and midday supervisor feedback</p> <p>Pupils will be able to attend more off-site sporting events.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Staff confidence surveys have seen an increase in staff confidence when self assessing. 2 members of staff who have had intensive coaching sessions have seen an increase in confidence from 2/3 to 7/8 out of 10 when teaching OAA, Gymnastics and dance in particular.</p> <p>Membership to Spark Active has upskilled PE lead to ensure she is confident monitoring PE and supporting other staff. This has also meant that our children have had the opportunity to compete a number of times with other schools, particularly with multi sports, football, rugby and world sports day.</p> <p>Get Set for PE replaced PEHUB as a scheme of work to aid in teaching PE all teachers prefer this as a scheme and this has meant that video's and lesson plans can be used to teach quality PE lessons across the whole school.</p> <p>Sports Coaching Service has allowed additional sports activities 2x lunchtimes per week increasing sporting events in the playground and supporting sports leaders. This has also allowed us to increase after school provision with a variety of sports that children would not otherwise have exposure to.</p> <p>Embed training for lunchtime supervisors and pupil leaders has now been added into our into annual induction and CPD programme.</p> <p>Bikability and scootability in Y5, Y3 and EYFS has increase pupil confidence</p>	<p>Staff confidence questionnaires and staff voice shows increase confidence particularly in OAA, Gymnastics, Dance and Athletics (80-90% positive feedback)</p> <p>Subject leader monitoring</p> <p>Pupil voice – pupil demonstrate greater skill progression and enjoyment in PE</p> <p>More uptake in after school sporting events 10% greater uptake of extra curricular sports by less-active children</p> <p>An increase of 12% for the number of KS2 children attending and participating in competitions</p> <p>90% of children taking part in bikeability achieved level 2. EYFS had improved motor skills and balance because of the programme.</p> <p>Additional physical active time outside of the 2 hours timetables seen by all children.</p>