

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>The number of sporting events attended by children remained high and we had more 'non-competitive events' to encourage participation in a wider group of children.</p> <p>Clubs led/organised by the school include multiple physical activities</p> <p>PE and activity are embedded throughout all year groups.</p> <p>ABC club will deliver a PE gross motor skills intervention to those needing support in physical skills as well as team building</p> <p>Wide range of PE and games equipment available at break and lunch</p>	<p>Children participated in all 'panathlon' events. Local CCP games were developed to increase the amount of non 'cup/tournament' games. Wide range of sports were covered, netball, football (boys and girls), archery, cricket, athletics, squash and cross country.</p> <p>Netball had to be increased in size by adding an extra member of staff to manage demand. Football had 3 clubs based either on age or sex (led by an external provider but subsidised through sports premium). We also offered American football led by staff. KS1 had a multiskills club. PPG children attend clubs even by external providers paid for through sports premium.</p> <p>The school retained its PE Gold Award accreditation</p> <p>This has been very successful helping children develop a stronger skill base in a small group so they feel included. The low stakes of the group have built confidence in children who typically shy from active participation in PE</p> <p>Children have a very active playtime from playing sport with a coach to bouncing on spave hoppers and pogo stick. There are opportunities to play tennis, netball and table tennis (when the wind is low) at break and lunch. Staff support the children to play well and be active.</p>	<p>Staff had training in disability awareness led by Multi Schools' council and panathlon give opportunities to a wide range of abilities however, the PE lead needs to review our club offer further – how can external providers support everyone? Can we look at other clubs e.g. Boccia?</p> <p>Newer MDAs could do with more training on leading play. The can presently access online training through National college (and have) but may do better if they can attend some in person training</p>	<p>There are no barriers to for mist in joining any of the clubs, but not all clubs work well for those with a physical disability.</p> <p>Staff new to school would benefit from a range of structures to support play.</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>Final round of dance CPD to support those yet to receive it.</p> <p>Some staff to have more CPD on invasion games and associated skills</p> <p>PE lead to look at clubs that are more inclusive e.g. Boccia and identify any relevant training needs.</p> <p>Continue to offer a wide range of competition and have children competing in tier 3 events not just in our local area.</p> <p>Maintain our Gold award accreditation.</p> <p>Maintain a wide range of equipment for an active and purposeful break and lunch</p> <p>Aim for positive role models to come in to school to inspire children.</p>	<p>Dance teacher booked</p> <p>Coach booked</p> <p>To be actioned once back from Maternity leave.</p> <p>Continue membership of CBSP for competitions. Maintain links with local independent schools who offer tournaments. Build on our local cluster and develop competition beyond football and netball. Continue to deliver squash lessons and enter into the local competitions.</p> <p>Continue to develop the skills of children in leading and playing sport (and the activities above.</p> <p>Rolling programme to replace equipment for lunchtimes (and clubs)</p> <p>Look for alternatives to BMX academy so children are exposed to a range of role models.</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>All staff will be confident to lead PE including dance.</p> <p>There will be competition at a range of levels and for a range of abilities to encourage wider sports participation.</p> <p>Children will have an active break and lunch.</p> <p>Club uptake will remain high from all groups of children.</p> <p>Staff will be confident in leading play</p> <p>Children will experience inspirational sessions with sports role models e.g. BMX academy.</p>	<p>Lesson observations</p> <p>Sports coverage in newsletters and on class dojo. Pupil voice</p> <p>Equipment provided will be being used and modelled by staff/sports' leaders. Children will be observed playing and being active.</p> <p>Club records</p> <p>Training records and observations</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?