

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?
<ul style="list-style-type: none"> To maintain activity levels throughout the day by providing an active curriculum and active breaks between lessons. To increase active learning in all lessons across all subjects. To increase the profile of PE in the school. 	<p>Bikeability was successfully delivered in Years 3, 4, 5 and 6. Many year groups included active experiences during their Experiences Week (e.g. Clip and Climb in Y3, Jump).</p> <p>Staff benefitted from gymnastics CPD in September 2023 through the PSSP partnership. We had an athlete visit in October, which was very popular, and arranged a full Sports Week with many different visitors.</p> <p>Sports Week to be continued going forward.</p>	<p>Further development is still needed around increasing active learning in lessons and in between lessons.</p>	<p>Through discussions and feedback from staff and children there needs to be more active learning and movement breaks. With certain children not having breaks until afternoons, children are finding it more challenging to concentrate and where movement breaks and active learning has happened, concentration and focus has improved. This needs to be more consistent across the schools.</p>

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?
<ul style="list-style-type: none"> • To increase staff confidence in delivering PE. • To ensure that there are correct levels of equipment. • To increase participation in competitive sport 	<p>Our specialist teacher delivered whole staff INSET and also worked with 8 teachers across the school, including all ECTs.</p> <p>An audit was completed in September and missing items ordered. PE apprentice has been centralising equipment.</p> <p>The school has taken part in a wide variety of competitive events. We have introduced the expectation that there should be a mini Level 1 tournament at the end of terms of a skill for children to experience this.</p>	<p>Further development is still needed around the assessment of PE.</p> <p>Further development is still needed around a system for notifying of missing equipment and staff taking ownership for the return of equipment.</p> <p>Further development is still needed to make sure that SEND/PP children are targeted to take part in events.</p>	<p>There is no clear system for assessment and staff are unsure about the criteria they are assessing against.</p> <p>Issues still arise around missing PE equipment which impacts on lessons. Ensuring the PE sheds are organized and there is a list of resources would help to ensure everyone has the correct equipment for their lessons.</p> <p>Looking at the number of children with SEN taking part in targeted events is very low and we would like to see this number rise.</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>Key Indicator 1 - The engagement of all pupils in regular physical activity. To increase and maintain activity levels throughout the day.</p> <p>Key Indicator 2 - The profile of PE and sport is raised across the school. To increase the profile of PE in the school.</p> <p>Key Indicator 3 – Increased confidence, knowledge and skills of all staff. To increase staff confidence in delivering PE and sport. We want staff to feel confident in planning, teaching and assessing all parts of the PE curriculum.</p> <p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. To ensure that there are correct levels of equipment. We want staff to have the correct and appropriate amount of resources to teach 3 classes. Equipment which offers new sports to children.</p> <p>Key Indicator 5 – Increased participation in competitive sport. To increase participation in competitive sport so that all pupils have access to competitions.</p>	<p>Key Indicator 1 - The engagement of all pupils in regular physical activity.</p> <ul style="list-style-type: none"> • Provide subscriptions to give teachers ideas for movement breaks. Teachers to try and included as much activity into the school day through active lessons and active breaks between lessons. • Bikeability for Year 3 and Year 5. <p>Key Indicator 2 - The profile of PE and sport is raised across the school. Provide training and coaching to improve staff CPD which will therefore increase the quality of provision. Arrange athlete visits to inspire children – sports week. Attend a range of sporting events and share these regularly in newsletter and on Class Dojo. Have a PE display board to share children’s successes.</p> <p>Key Indicator 3 – Increased confidence, knowledge and skills of all staff. Provide a scheme of work to teachers to help with lesson plans. Provide insets and 1:1 coaching for staff with the use of specialist teachers. Develop an assessment system in line with the school’s approach.</p> <p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. Provide staff with a way to update a resources list to say whether we are needing to replace equipment or if there is a gap in our resources.</p> <p>Key Indicator 5 – Increased participation in competitive sport. Increase the number of events we are attending. Inter/ Intra competitions within school. Events organised with a specific focus on SEN/ 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>Key Indicator 1 - The engagement of all pupils in regular physical activity. The children's activity level will be increased which in turn will positively impact on their behaviour. Children will be more focussed and engaged. It will also help to change children's sedentary levels.</p> <p>Key Indicator 2 - The profile of PE and sport is raised across the school. Children will want to engage more in lessons and also extra-curricular activities.</p> <p>Key Indicator 3 – Increased confidence, knowledge and skills of all staff. Staff who have had the CPD from the specialist teaching will be more confident in delivering lessons and will be able to pass onto others what they have learnt. Staff will understand what they are assessing the children against and feel more confident in discussing children's attainment levels.</p> <p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. There will be enough resources to ensure that children are able to access their lessons. It also will mean that we have open communication with staff to ensure resources are carefully monitored and ordered as required.</p> <p>Key Indicator 5 – Increased participation in competitive sport. Children will have the opportunity to engage in competitive sports. Children will have the opportunity to apply their learning in a competitive game situation.</p>	<p>Key Indicator 1 - The engagement of all pupils in regular physical activity. PE lead will monitor this through Pupil Voice. Bikeability information provided from the leaders who run it. They will feedback on the children's progress.</p> <p>Key Indicator 2 - The profile of PE and sport is raised across the school. Children's successes will be celebrated throughout the school. There will be a record of children attending events and we will be able to see trends amongst those attending and those who we need to target. Have a record of what activities children engage in both in and out of school.</p> <p>Key Indicator 3 – Increased confidence, knowledge and skills of all staff. Clear data which shows children's attainment, progress and next steps. Children will have access to high quality lessons. PE lead will monitor this through lesson observations, data, staff surveys.</p> <p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. Staff will feedback that they have the correct equipment. PE lead will monitor and Sports Specialist will do regular audits on PE resources.</p> <p>Key Indicator 5 – Increased participation in competitive sport. Records to be kept of inter/intra year group competitions. PE lead will monitor impact of this through pupil voice. Records to be kept of children who have attended competitive events as part of PSSP and other organised competitions.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Key Indicator 1 - The engagement of all pupils in regular physical activity. Children are accessing 2 hours of PE a week. Bikeability sessions in Summer 25 There has been a range of sports clubs offered to children throughout the year such as gymnastics, athletics, netball, football.</p> <p>Key Indicator 2 - The profile of PE and sport is raised across the school. Children are wanting to engage in extracurricular clubs more.</p> <ul style="list-style-type: none"> • Children accessed top up lessons for Swimming <p>Key Indicator 3 – Increased confidence, knowledge and skills of all staff. CPD opportunities are still going ahead Autumn 25 through PSSP which will target new staff/ECTS and staff who have not received CPD training recently. Staff who have had CPD are able to plan and teach lessons more confidently and can share some of their learning with other members of staff.</p>	<p>Key Indicator 1 - The engagement of all pupils in regular physical activity. Bikeability happened in the summer term for children in Year 3 and Year 5. 89 children from Year 3 took part in Bikeability Level 1 and 74 children from Year 5 signed up for it.</p> <p>Key Indicator 2 - The profile of PE and sport is raised across the school. There was a range of different sports clubs offered across the year which was open to children from EYFS to year 6. Children’s sporting successes shared in the school newsletter and on Class Dojo. New displays to be implemented in both halls with new scheme “Know, Show, Grow”.</p> <p>29 children attended ‘top-up’ swimming lessons. Of these 29, 11 went on to meet the National Curriculum requirements.</p> <p>Key Indicator 3 – Increased confidence, knowledge and skills of all staff. Staff have been able to take what they have learnt from the CPD opportunities and are feeling more confident in teaching certain aspects of PE.</p> <p>New scheme of work has been looked into and is set to begin Autumn 25. This new scheme has an integrated monitoring and assessment system which is easily accessible for teachers and will support teachers with assessing the children’s attainment and progress.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. An audit was completed of current resources and resources were monitored to ensure that they were suitable for use and there was enough for everyone to use during their lessons.</p> <p>Key Indicator 5 – Increased participation in competitive sport. A range of competitive sports opportunities were offered through our partnership with Plymouth Schools Sports Partnerships.</p>	<p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils. New resources ordered and delivered Summer 2025. These new resources will benefit the children in trying out new sports. New curriculum is due to be implemented in the Autumn of 25 which will offer a range of different sports/activities. We are introducing a specific area in the playgrounds for children to be able to access structured sports and physical activities alongside the space for free choice physical activity. Through this we want to engage children in developing a love of being physically active through different activities and games. There will be trikes, bikes and scooters as well as different type of balls and skipping ropes.</p> <p>Key Indicator 5 – Increased participation in competitive sport. New competitions were entered – Gymnastics. Attended a range of events through PSSP. Sports Day had a more competitive element to it which was enjoyed by the children. Attended a Boccia inclusive event for our SEN children Event attended with a focus on PP children (Change 4 Life KS1 and KS2).</p>

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	72/90 80%	<i>Many of the children who did not manage to swim the 25 metres are children with either SEN needs or EAL and therefore have had limited prior experience and opportunity to engage in swimming activities. The children engaged in swimming lessons for 8 consecutive weeks.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	72/90 80%	<i>We have found that the number of children who were not able to use a range of strokes are those who have had limited exposure to swimming pools. Some of our children had never been in a pool before.</i>

<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>We hire an external coach to plan, deliver and assess swimming lessons.</p>
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