

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?
The impact of PE CPD had a positive impact on the quality of lessons for the children and the impact on staff knowledge. Equipment purchased enabled access to PE for all children. Impact of WOW Active program saw an increase in participation in PE and an overall improvement across the school with indicators of classes requiring further support.	Teacher feedback on impact of CPD and pupil voice across the school provided enthusiasm towards PE lessons. SEND children provided with additional PE time if not in whole class environment. Those taking part in whole class were accessing PE learning through appropriate equipment. WOW Active assessment has shown Year 6 and Year 2 are performing above national average for the program and identified Year 5 as a class that require further intervention	Swimming data was low despite top up lessons for Year 6 being implemented. Lack of CPD availability for class teachers in swimming.	Data recorded showed 37% could swim a distance of 25 metres. We have also had inconsistent attendance from members of the class – including members that could swim 25 meters at a younger age. All children performed safe self-rescue in different water situations. Plans to support staff with further training in swimming teaching did not arise due to travel constraints to the nearest Swim England course and timing of the online courses being in conflict with other training for staff.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. To deliver the WOW Active Physical Activity Assessment Program to all pupils. Calculated costs = £3,180 2. Introduce lunchtime clubs by utilizing Premier Education coach. = £1,110 3. After school club provided by Premier Education covering a range of sports – some that are being taught in the medium-term plan, but other sports that will enrich opportunities. = £1941.39 4. Staff CPD provided by Premier Education to provide knowledge and experience to staff members. = £7,692. 5. To purchase equipment which enables all children to have equal access to PE and to purchase equipment to enhance and widen sporting knowledge. = £753.90 6. Provision of Swimming Booster Lessons for Year 6 to improve the percentage of children finishing Key Stage 2 able to swim 25m and perform a range of strokes. = £2,546 7. To provide a Sports Specialist to run competitive games with Key Stage 1 = £120 Total Allocation = £17,715 Total Spend = £17,343.29	1. Four assessments to be conducted to all pupils during the academic year Children aim to achieve personal best scores after each assessment Children automatically identified as the highest scorers and most improved Pupil portal logins for all children to access their scores and challenge cards at home Teacher portal login access to track, monitor and assess every child's progress Teacher Resource login used to access WOW resources during PE lessons to close gaps and target activities. 2. Run weekly lunchtime clubs of 20 minutes from 12.55-13.15. Sports to change half termly to provide children with access to a range of sports. Different year groups to be participating in lunchtime club. 3. Run weekly afterschool clubs lasting 45 minutes run by specialist coach. Monitor through registers the children attending. Communicate with Premier Education to ensure that the clubs cover a breadth of sports. Ensure equipment is purchased to give opportunities to do these sports. 4. Provide staff with CPD survey and targets to share with coach. Sports Coach to lead sessions and then provide feedback to staff based on targets. 5. Identify equipment that is suitable to children in the school. Purchase new, suitable equipment that will match with medium term plan in school. Create itinerary of PE equipment in school, purchase equipment that is not present but required for sport exposure. 6. Hold booster lessons at local leisure Centre (Northfield Leisure Centre). Utilize Swimming Teachers to focus on differentiated groups by ability. Hold weekly sessions in Spring Term.

Intended actions for 2024/25

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| | <p>7. Run a morning session of competitive games for Years 1 and 2. Games to be organized in houses to ensure competitiveness. Sports Coach to ensure that a range of games are carried out.</p> |
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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?
(Indicator 1) Increased knowledge for teachers to deliver structured PE lessons. (Indicator 2) All children have engaged in additional physical activity opportunities at school. (Indicator 3) Increased opportunities to develop every child's fundamental skills linked to the National Curriculum. (Indicator 3) Opportunities to provide intervention support and identify those who are performing successfully. (Indicator 4) Range of exercises conducted across each year group has supported physical literacy development. (Indicator 2) -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. (Indicator 4) Broader experience of a range of sports and activities offered to all pupils. - Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport. - Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	WOW data and reports are provided after every assessment with the below details evidencing impact of the WOW Active programme this academic year: Overall average school improvement Overall KS1 average score Overall KS2 average score Improvements made by gender of children. Improvements made in Key stages Data recorded to show improvements by SEN children - Children will be more active at lunch time. Children will begin learning games that they can utilize at lunch time. Coach feedback on how sessions are running. - Registers taken at each afterschool club session. Pupil Voice from children who attend clubs. Children achieving certificates and belts as a result of improvement in skills based on assessment. - Surveys of staff from beginning of year compared to end of year assessing their confidence in teaching PE collected on Premier Education Website which can be shared. Feedback from Sports Coach on staff members and targets to further develop. - Sports sessions will be accessed by all children and any that are not suitable will be identifiable and then enacted on. Sports being taught or experienced are recordable and then pupil voice carried out into future sports experiences that are wanted. - Assessments taken place of Year 6 class from first attendance in Year 4 to present day to see improvement.

Expected impact and sustainability will be achieved

Key indicator 5: Increased participation in competitive sport. 5. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key Indicator 3: Increased opportunities to develop every child's fundamental skills linked to the National Curriculum. 6. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school 7. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport.	Final assessment to be carried out which will provide statistical data. Feedback from staff members who attend lessons and are observing swimming coaches. 7. Pupil voice from Key Stage 1 children. Future potential impact of resilience within competitive environment and its exposure.
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Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. Impact on average whole school. Massive impact on the skills and implementation amongst SEN children. 2. When club has been actively run due to weather and staffing, more pupils meet their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. 3. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Greater range of sporting activities for children to take part in. Successful application of new activities based on children's viewpoints. 4. Primary teachers are more confident to deliver effective PE lessons and in supporting pupils to undertake extra activities inside and outside of school. More pupils are meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. 5. Enablement of new sporting opportunities and better provision of sensory equipment allowing all children to take part in activities. SEN equipment has increased access to learning. 6. The Primary teachers who attend the booster sessions are more confident to deliver effective PE supporting pupils to undertake extra activities. This includes teaching water safety and swimming and as a result improved % of pupil's attainment in PE. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	1. Overall average school improvement score of 24.39% Overall KS1 average score improved by 35.71% Overall KS2 average score improved by 25.23% Girls made an overall improvement of 29.41% Girls in KS1 made an overall improvement of 33.93% Girls in KS2 made an overall improvement of 25.93% Boys made an overall improvement of 28.09% Boys in KS1 made an overall improvement of 41.07% Boys in KS2 made an overall improvement of 21.74% SEN children made an overall improvement of 52.17% 2. Feedback from pupils who have taken part in lunchtime clubs. Premier Education coach feedback on club participation. 3. Collection of registers from range of afterschool clubs has shown good uptake from across school. 4. Collection of staff feedback on Premier Education Staff Questionnaires. Comparative responses from beginning of year to present day shows general growth in confidence in delivering PE lessons across the curriculum with two areas identified for further development: dance and gymnastics. 5. PE inventory shows an increase in available sports that can now be covered in school. SEN provision of equipment has now increased also. Participation of pupils in PE lessons has maintained and become accessible to all. 6. Final assessments indicate that 40% of Year 6 pupils can swim 25m unaided and the same figure were able to swim using a range of strokes.