

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>SEND supported through PESSPA provision. The PESSPA provider worked with small groups and individuals to improve their social skills, or fundamental movement skills.</p> <p>A comprehensive programme of intra-school competition was completed over the course of the year with house tournaments and festivals being held.</p> <p>An experienced PE consultant worked with the PE Lead to enable full use to be made of the PE and school sport funding to support school priorities.</p> <p>Children were encouraged to be more active by offering support on the playground with playing games; training play leaders and providing more extra-curricular clubs.</p>	<p>Children who couldn't work in social settings are now able to.</p> <p>The inter-house, intra-school competition has really helped pupils to develop teamwork and resilience. This has also supported good sportsman ship as well as forming new relationship with pupils in cross phases.</p>	<p>When attending external competitions, some children lacked emotional resilience.</p> <p>Some children do not have the confidence to enjoy competitive activities in class.</p> <p>We lack representation at county or district level of sport.</p> <p>Some female students are reluctant to participate in competitive sport.</p>	<p>Observations by staff attending events.</p> <p>When attending competitive events, we did not move on to county or district levels of competition.</p> <p>Pupil voice</p>

Intended actions for 2024/25

What are your plans for 2024/25? £16,000 + £10 per child over 16 in school - £17,310 received.		How are you going to action and achieve these plans?
Intent		Implementation
1	Invest in Get Set for P.E. to allow teachers to provide high quality PE lessons for all pupils with half termly assessments. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	<ul style="list-style-type: none"> Invest in Get Set for P.E. (£585)
2	Employ PE consultant to: Provide support for children with SEND; support for the PE Lead Support; physical intervention groups to improve SEMH; run active spelling sessions; run extra-curricular clubs; run active playgrounds leadership course for Year 5's and provide inter-house competitions. 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 Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport.	<ul style="list-style-type: none"> PE consultant to work in school one afternoon a week, who in consultation with staff will help support school priorities. (£8250 (includes sports day) Current spend £3490 £69 to Dyson Perrins Sports hub
3	To ensure all pupils have an opportunity to ride a bike safely. To provide opportunities for younger children to learn the art of balancing. 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	<ul style="list-style-type: none"> Book Y6 Bikeability (£650) £300 current spend (Y6) Y4 booked £5 per pupil (£150) Book balancability course for KS1 and/or EYFS staff (£350) equipment and course) Repair balance bike storage (£700)
4	Have the necessary equipment to provide active playgrounds and high-quality PE lessons.	<ul style="list-style-type: none"> Purchase equipment to expand pupils' access to a variety of different activities in lessons (£1000) current spend £540.28 Invoice waiting:£266

Intended actions for 2024/26

<p>5 Take part in activities provided by the partnership and take part in School Games Competitions and extra festivals offered. Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.</p> <p>6 Pupils in KS2 (Year 5 and 6) take part in a Bell boating day to experience adventure in a safe environment. They will experience team work first hand. Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.</p> <p>7 Pupils in Year 4 and Year 6 attend a residential experience. CPD will also be provided for staff. 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 Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>8 Pupils in KS2 (years 4-6) attend swimming sessions to be able to swim 25m confidently by the end of year 6.</p> <p>9 Pupils to have an opportunity to attend sporting clubs which increase the engagement in physical activity Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<ul style="list-style-type: none"> • Mark out school field (£300?) • Participate in interschool competitions and festivals hosted by the Chase partnership and take part in School Games Competitions. (transport £3000) Current spend - £365 Quotes for invoices to come: £407 (booked up until end of March) Bell boating regatta additional £300 • All pupils including SEN to attend external events • Interhouse competition rewards £60 <ul style="list-style-type: none"> • Bell boating day (£600 (Andy Train's costs: £250; transport £250) <ul style="list-style-type: none"> • Y4 and Y6 Residential additional staffing required for Y4 residential – centre's additional charges (£300) <ul style="list-style-type: none"> • Swimming instructor £420 Current spend £140 <p>Amelia K dance current expenditure £210</p> <p>PE Funding = £16,000 + £10 per child over 16 in school £17310</p>
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Intended actions for 2024/27

Projected spend = £16450

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>1 Pupils will be set an appropriate level of challenge in PE. Teachers will feel confident teaching and assessing pupils in PE and knowing the next steps to follow. Pupils will learn skills to enable them to take part with confidence in a variety of different physical activities and sports. Pupils will understand the importance of being able to challenge themselves in PE.</p> <p>2 Pupils will experience a broader range of sports and activities, so they will have more opportunities to enjoy success which will improve their self-esteem and well-being. All of these are sustainable values and skills the pupils will have for life. Movement intervention sessions with PE specialist provider will work on core strength, balancing skills, gross motor skills, well-being and active spelling. Pupils will exhibit more confidence and will be ready to take part in a variety of physical activities, in and out of school. Some pupils will see the link between listening and appreciating others which is a sustainable move forward. More pupils will be encouraged to take part in PE, physical activities and school sport. Pupil voice from female students and observations by teachers will show female students are taking a more active role in P.E. lessons and enjoying being physically active</p> <p>Pupils will be introduced to non-threatening competition situations which will lead to increasing confidence in competitive situations. Good sportsmanship will be encouraged and great teamwork.</p> <p>The PE Lead support will enable the school to move forward with it's vision for PE, putting activity at the heart of the school. The pupils will demonstrate school values that will help them relate, appreciate and work with others. These values are sustainable for life. More pupils will meet their daily physical activity goal of 60 minutes set by the Chief Medical Officer.</p>	<p>Pupils will learn skills to enable them to take part with confidence in a variety of different physical activities and sports. They will use their school values.</p> <p>Pupils will understand the importance of being able to challenge themselves in PE.</p> <p>Pupils will be happy to compete at inter-school level.</p> <p>Pupils will experience a broader range of sports and activities, so they will have more opportunities to enjoy success which will improve their self-esteem and well-being. All of these are sustainable values and skills the pupils will have for life.</p> <p>Increase in number of pupils who can ride bikes/balance on balance bikes</p> <p>Pupil voice from female students and observations by teachers will show female students are taking a more active role in P.E. lessons and enjoying being physically active</p> <p>Pupils will experience risk taking in a "safe" environment. They will be able to work as a team showing resilience.</p>

Expected impact and sustainability will be achieved

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| | <p>More pupils will be able to ride bikes safely.</p> |
| 3 | <p>Younger pupils will improve their balance skills which in turn will improve their core strength and fine and gross motor skills.</p> |
| | <p>Once the equipment is bought, it can be used for several years.</p> |
| 4 | <p>Pupils will be active on the playground and have the right equipment to engage in high quality PE lessons.</p> |
| 5 | <p>Pupils will learn skills to enable them to take part with confidence in a variety of different physical activities and sports. They will use their school values.
Pupils will understand the importance of being able to challenge themselves in PE.
Pupils will be happy to compete at inter-school level.</p> |
| 6 | <p>When Bell-boating pupils have to work as a team. They will experience “safe” adventure. They will learn to rely on each other and listen carefully to instructions. They will be more confident on water.</p> |
| 7 | <p>Pupils will exhibit more confidence and be ready to take part in a variety of physical activities, in and out of school.
They will demonstrate school values that will help them relate and work with others. The values they learn are sustainable for life.
The CPD provided will give teachers different ideas that can be expanded in OAA lessons. They also will have the opportunity to learn new methods of encouraging and inspiring their pupils.</p> |

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Year 5 boys can now play games together in a small group. They are able to identify where they have seen others in the group doing well, or showing the school values.</p>	<p>“Can we do that Kindness thing?”</p>