

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>Sports coach support to teachers ensured that the staff were well supported in their teaching of PE and enabled ECT staff to have valuable upskilling that would have been hard to provide otherwise.</p> <p>Offering children experience a range of sport and other outdoor physical learning opportunities throughout the year including opportunities for OAA.</p> <p>Providing more physically active lunchtimes on Wednesday to better support and enable behaviour to be improved.</p> <p>Confidence in swimming rose through the extra sessions provided.</p> | <p>Lessons observed to be of high quality. ECTs and early teachers reporting higher confidence in the teaching of PE.</p> <p>Timetabled time for outdoor learning increased on previous year.</p> <p>Behaviour incidents recorded on a Wednesday have been lower due to the extra provision and an extra member of staff being on duty at lunchtimes.</p> <p>88% (8/9) achieved 25m the one child who didn't joined late.</p> | <p>Engaging a range of children in clubs and extra curricular sports as this is reliant on parents choosing to sign children up for clubs after school as we do not have provision time within the school day to offer these extra-curricular activities.</p> <p>Residential postponed to 2024/2025</p> <p>Providing the same level of lunchtime activity on other days in the week.</p> | <p>Club sign up sheet analysis shows that it is often the same children who sign up to attend clubs.</p> <p>Behaviour incidents are higher when there is less activity in place. There are limited staff to provide this extra intervention without the presence of a coach.</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>To continue to provide coaching support to teaching staff in the second year of our rolling programme to ensure staff are upskilled to take the curriculum on for themselves for the academic year 2025-2026.</p> <p>To continue to build on the outdoor learning time on offer and take KS2 on residential for additional OAA.</p> <p>To continue to look at the support at break and lunchtimes with coaching support included.</p> <p>To fund after school club provision to encourage more participation.</p> <p>To continue catch-up swimming to enable all Y6 to reach the 25 m requirement.</p> | <p>Continue Sports coaching for KS1 and EYFS for one final year to support the new units for the second year of our academic rolling plan. All staff will be present in lessons and will take lesson time with coaches as a back up support for upskilling.</p> <p>SMT to plan in outdoor learning opportunities throughout the academic year for all year groups and to encourage staff to use this outside of regular PE learning time. Some of the residential to be subsidized to enable a greater participation.</p> <p>To continue to employ sports coaching over lunchtimes with a view to staff working to support this and to be able to take on more leadership in 2025-2026.</p> <p>Sports clubs will be subsidized to ensure that cost is not a barrier to taking part in sports clubs. PP children are entitled to further cost coverage if required.</p> <p>Provide an extra term's swimming for those in UKS2 to enable them to achieve the required standard.</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>We expect to have staff who are more confident in the teaching of PE ready for the academic year 2025-2026 when full PE teaching will be handed back with the ending of coaching contracts.</p> <p>We hope to see lower behaviour incidents recorded over lunchtime play when there is a longer period of unstructured time</p> <p>Higer uptake of attendance at sports clubs from a wider range of children.</p> <p>We hope to see more confident swimmers across KS2 and a high percentage achieving the 25m mark at the end of the term.</p> <p>Providing additional OAA activities via residential will provide children with an experience that many may otherwise not get to experience and this will increase confidence in ability and enable them to be exposed to new activities that may otherwise not be available to them.</p> | <p>Discussions with staff will show that they are more confident with the teaching units, have ideas for how to use and adapt the lesson plans and are able to plan for the following academic year.</p> <p>CPOMs records will show lower incidents because children are more actively engaged in meaningful play and activity.</p> <p>Club records should show that clubs are fuller and have a wider range of sign up from across the school.</p> <p>Swimming certificate awards will show progress and improvement and the required distance being achieved.</p> <p>A successful residential will take place with children all taking part and achieving well.</p> |

Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
|---|---|
| <p>Staff are more confident with the new PE units in our curriculum and are ready for teaching this themselves in 2025-2026 after the end of the coaching contracts.</p> <p>On the days when sports coaching is available at lunchtime there has been a good number of children taking this up and engaging in meaningful play. This has had the impact of leaving much fewer children for the supervision of the lunchtime staff enabling them to better engage with those not playing sport. To sustain this next year without the support of the coaching, as this is to end this year, SMT are reviewing the use of the equipment and playground space to create zones of play to enable more children to take part in more regulated activities.</p> <p>Club records should show that clubs are fuller and have a wider range of sign up from across the school.</p> <p>Confidence and progress in swimming has improved.</p> <p>Children gained confidence to have a go on residential at OAA and this has helped with confidence in school about taking part in PE and having a go because "if you can do the high tower just think what you can do in..."</p> | <p>Discussion with staff.</p> <p>Behaviour logs show some decrease in incidents when children are taking part in small group lunchtime sport. This is an area which requires more support and consideration for next year.</p> <p>Sign up sheets for clubs. Parents have been paying for the club provision and clubs have been well attended over the course of the year.</p> <p>83% (10/12) of Y6 achieved 25m mark.</p> <p>93% of KS2 attended the residential. Children were engaged, happy and challenged themselves to take part and try new things. One child who had attended before and is terrified of heights was delighted to get to the top of the tower which they had not done the previous time. A non swimmer took part in water activities for the first time as she had more confidence in what she could do following her swimming lessons.</p> |