

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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>Use of Get Set 4 PE scheme to deliver well planned and structured lessons.</p> <p>Some organized games on yard ensure pupils regularly active throughout the school day.</p> <p>Equipment purchased for break times and for extra-curricular activities been used effectively during Friday afternoon activities and to engage pupils who have struggled in PE lessons.</p> <p>Pupils across the school have engaged in a range of sports and activities beyond the curriculum.</p> <p>Swimming lessons for Y6 pupils</p>	<p>Staff and pupil feedback. All pupils have 2 hrs of timetabled PE each week.</p> <p>Observation – breaktimes. Pupil feedback.</p> <p>Pupil and staff feedback. Observation.</p> <p>Hoopstarz workshops termly. Sports Fun day – a range of outdoor activities. Positive feedback from pupils Sports Day Sports Ability Festivals Panathlon Competition Group of pupils reached the regional boccia finals.</p> <p>80% of pupils who engaged in swimming lessons were able to swim 25m unaided. (Several pupils did not engage - SEN/behaviour.)</p>	<p>Some pupils had difficulty engaging in PE lessons due to behaviour/refusal to engage.</p> <p>Providing high quality equipment to engage pupils and encourage them to be more active during break times.</p> <p>Due to timetable constraints and staffing we were unable to continue a WISE inter school SEN sports group</p>	<p>Staff feedback / behaviour reports</p> <p>Behaviour issues – inappropriate use of equipment. Staff feedback / behaviour reports</p> <p>Sports group did not take place</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
<ol style="list-style-type: none"> 1. To purchase new equipment to improve experiences of pupils during PE lessons. 2. Increase physical activity levels during break and lunchtimes to help children be active and achieve recommended physical activity levels in school. 3. Renew Get Set 4 PE scheme of work allowing all teaching staff to have access to high quality resources, providing a PE curriculum that offers our pupils high quality teaching and learning in a range of sports. The platform also provides PE CPD for staff. 4. Introduce pupils to new experiences/ activities via trips, workshops, fun days – eg. climbing wall, boccia, new age kurling, hoopstarz to increase participation in a wider range of sports and activities. 5. Set up Forest School to develop outdoor activities / learning opportunities for pupils to engage in physical activities beyond the classroom and encourage them to become more active. 6. External coaches to provide extra-curricular sporting activities. 	<ol style="list-style-type: none"> 1. This will involve replacing old and worn equipment that children really enjoy using, as well as buying new equipment that will give the children new experiences. 2. School council to discuss appropriate equipment pupils would enjoy using at breaktimes. Share this with their classes and feedback to PE lead. Appropriate equipment and activities purchased and developed and introduced during free time. 3. Scheme of work renewed. Staff all have access to scheme and use it to prepare/plan PE lessons. PE lead to ensure scheme is being used appropriately to ensure high-quality PE lessons are being delivered across the school. 4. PE lead to source a range of sporting activities and equipment/resources beyond those covered in PE curriculum. Look at local providers for exciting activities to engage all our pupils. 5. Appropriate CPD researched and sourced and 2 staff identified to completed Forest School Level 3 training to deliver Forest School and outdoor activities to all pupils in school. Supply cover arranged via funding to allow 2 staff members to complete the training without impacting on pupils learning. Appropriate resources researched and sourced to ensure Forest School can be delivered appropriately. Dedicated area of school grounds identified to use as an outdoor learning area. 6. Foundation of Light coaches provide basic skills and football activities weekly during extra-curricular time on Friday afternoons.

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?
<ol style="list-style-type: none"> 1. Well-resourced PE lessons engage pupils and engender an enjoyment of sport and physical activity. 2. Pupils become more engaged in physical activities during break/lunch times and will have an improved outlook to physical activity. 3. PE scheme provides well-planned and structured lessons that will help increase confidence, skills and knowledge of staff teaching PE. 4. To inspire pupils to want to engage in / attend a wide range of physical activities and events to promote a healthy lifestyle. 5. Forest school leaders develop and deliver Forest school to all pupils. Pupils engage in outdoor activities and become more physically active. 6. Pupils taking part will have an improved outlook to physical activity, develop basic skills and develop links to sporting clubs outside of school. 	<ol style="list-style-type: none"> 1. Monitoring by subject lead will show well resourced PE lessons that engage pupils. 2. Pupils observed engaging in a wide range of physical activities during break/lunch times. Pupil and staff feedback. 3. PE lead / SLT to carry out learning walks. Staff/pupil feedback. 4. Pupils take part in a wide range of extra-curricular activities in school and share experiences of sporting events/activities they take part in outside. of school. Personal Development portfolio in school will provide photos of these events and activities. 5. Staff gain leaders qualification (Level 3) in Forest School. Forest School timetabled for all classes across the school year to provide all pupils the opportunity to take part in outdoor activities. 6. Activity registers of pupils who take part. Feedback from Foundation of Light about pupils who engage with their programmes outside of school.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Well-planned, delivered and resourced PE lessons being delivered across the school. Pupils engaged in PE lessons.</p> <p>A wide range of activities and resources are available for pupils to enjoy during break/lunch times. Pupils are physically active during these times.</p> <p>Get Set 4 PE scheme of work has been used to delivery PE lessons in all classes across the school.</p> <p>Pupils have had the opportunity to engage in a wide range of extra-curricular activities/sports and experiences beyond those covered during PE lessons.</p> <p>Staff received relevant CPD and qualifications to deliver Forest School to all pupils in school. Forest School set up and pupils engaged in outdoor learning/physical activity.</p> <p>Weekly extra-curricular sessions delivered by Foundation of Light coaches. All pupils given opportunity to engage in these sessions.</p>	<p>PE Lead / SLT have conducted learning walks and observed high-quality lessons being delivered across the school, using a range of equipment and resources.</p> <p>Observations during break/lunch times.</p> <p>PE Lead / SLT have conducted learning walks and observed high-quality lessons being delivered across the school.</p> <p>Events posted on school's social media pages. Class photos. Personal Development portfolio in school.</p> <p>Forest School set up in school. Classes timetables over school year for weekly sessions with qualified staff. Area of school grounds designated as our Forest school learning environment.</p> <p>Register of attendance.</p>