

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>All classes are completing at least 30 minutes of exercise daily. All Trust competitions attended. All club spaces are filled. 2 hours of PE are taught each week. Pupil Voice results reflect that pupils understand what they need to do in order to lead a healthy lifestyle. Pupil Voice results show that pupils attend regular competitions, take part in regular PE lessons, take part in daily Active Burst activities and pupils enjoy PE lessons. Teaching staff are upskilled and have greater confidence in delivering PE lessons. Competitions Won: Districts - 1 bronze in Year 3 boys 600m 1 silver in Year 5 boys 80m 1 gold in Year 5 boys long jump 1 gold and 1 silver in Year 5 girls long jump 1 bronze in Year 5 girls vortex throw Other competitions - We placed 2nd in the Trust Football Event. We placed 1st in the KS1 3 Tee Cricket. We won the tag rugby central league in our area and made it to the county finals for Essex</p>	<p>Monitoring by PE Leader and Senior Leadership Team.</p> <p>Pupil voice.</p> <p>Attendance at sporting events.</p>	<p>Need to complete more external competitions outside the Trust to increase variety of sport.</p> <p>Use of OPAL as means to develop sport and PE activity and use of Play Leaders.</p> <p>% of Year 6 cohort can swim at least 25 metres was 40%</p> <p>% of Year 6 cohort can use a range of strokes effectively was 82%</p> <p>% of Year 6 cohort are able to perform safe self-rescue was 83%</p>	<p>Through feedback of parents.</p> <p>Observations at playtimes and feedback from staff.</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>Lunchtime supervisors/ coaches - as they need to lead the activity Pupils will be more active and enjoy break and lunch times. SLT – monitoring play and pupil voice</p> <p>Pupils in being able to access sports/PE Teaching staff by ensuring all pupil are able to participate</p> <p>Primary generalist teachers and sports coach Pupils gain from well-structured curriculum. Staff gain from ongoing guidance and CPD.</p> <p>Pupils increased confidence and experience in participation. Staff increased pride and confidence in participation</p> <p>Pupils have access to a wider range of sports clubs which are accessible for all. Pupils in year 6 have greater access to adventurous activity and outdoor physical activity</p> <p>Pupils have greater opportunity to swim and revisit skills.</p>	<p>Ensure active play and lunch times – monitoring and reacting to feedback, purchasing and sourcing resources to support active play.</p> <p>Remove barriers in taking part in PE by purchasing PE kits</p> <p>Provide CPD for teachers through sports coach and through PE lead’s CPD Ongoing subscription to Get set 4 PE to provide lesson plans and ongoing CPD</p> <p>Raise profile of PE and participation in competitive sports through attending competitions and events</p> <p>Widen opportunities for pupils to participate in wider range of sports and clubs through after sports clubs</p> <p>Provide experiences for visiting sporting events and establishments beyond school e.g. Southend united.</p> <p>Raise attainment in swimming to meet requirements of National curriculum and beyond so year 6 develop skills to competent level. (catchup and further development)</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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>More pupils taking part in physical activity, developing knowledge, skills and confidence of pupils and removing barriers to participation. Ensuring safe participation in PE lessons.</p> <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p> <p>Primary teachers more confident in supporting pupils at competitive events. School pride and reputation for sporting achievements. Pupil pride and acknowledgement in achievements and experiences.</p> <p>Pupil experience develops to compete wider and to join other clubs. Pupils gain greater experience of joy in wider sporting activity to pursue later in life</p> <p>More pupils have good confidence in water. Pupils revisit skills on more than one occasion.</p> <p>More pupils taking part in physical activity to a better standard and more regular activity.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>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.</p> <p>Key indicator 2 (Engagement of all pupils in regular physical activity) and</p> <p>Key indicator 3 (The profile of PE and sport is raised across the school as a tool for whole school improvement)</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]</p> <p>Percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you	What evidence do you