



# PE Funding Evaluation Form 2024-25



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><u>Priority 1</u> Introduce enhanced outdoor provision for all children at playtime and lunchtime. Meeting KI 2</p>	<p>Pupil voice shows that children are enjoying their outdoor play more and all children are engaged in some form of self-initiated physical activity. Additionally, data for attendance, attainment, first aid, behavior all show increases which can be attributed to this.</p>	<p><u>Priority 3</u> Extended access to a range of sport and physical activity for all children. <b><i>Participation in inter- and intra- school competition.</i></b></p>	<p>Whilst all children benefitted from the additional intra-school access to a range of sports and competition, fewer children than hoped were able to take part in inter-school activities due to cancellations due to weather and issues with transport to venues.</p>
<p><u>Priority 2</u> The consistent delivery of high-quality PE lessons that shows clear progression and attainment of skills for all children. Meeting KI 1</p>	<p>Increase in staff confidence in teaching high quality PE sessions. All children received consistent lesson delivery following the carefully sequenced and progressive scheme.</p>		

## Intended actions for 2024/5

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><b><u>Priority 1 – Outdoor Provision</u></b></p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity – <i>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.</i></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>Sustain and extend the outdoor activities for all children throughout the whole day and school year.</p> <p>Continue with Play Lead in role and work with others to offer additional in-house CPD on an ongoing basis.</p> <p>Work with Pupils and Play Leaders to analyse what is going well and plan next steps in extending the offer of activities.</p> <p>Source equipment and resources.</p> <p>Continue to communicate benefits with all stakeholders through the newsletter and assemblies.</p>
<p><b><u>Priority 2 – Consistent delivery of high-quality PE</u></b></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 - <i>through the provision of 2 hours of high-quality PE in school every week.</i></p>	<p>Continue to fully utilise the Real PE scheme for Fundamentals / PE / Dance / Gymnastics to ensure sequence and progression of skills</p> <p>Participate in CPD offered locally and nationally to ensure latest and best practice is implemented in school.</p> <p>Identify and address any gaps in data / attainment within vulnerable groups (SEN, Disadvantaged, Girls).</p>

## Expected impact and sustainability will be achieved

What <b>impact/intended impact/sustainability</b> are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><b><u>Priority 1 – Outdoor Provision</u></b></p> <p>More pupils meeting their daily physical activity goal.</p> <p>More pupils encouraged to take part in PE and Sport Activities.</p> <p>Development of Personal Development, Behaviours and Attitudes through pupil growth in Resilience, Confidence and Independence.</p> <p>Children will have the opportunity to practice and embed their FMS skills and knowledge outside of PE lessons.</p>	<p>Pupil Voice – interviews and surveys will demonstrate both the understanding of the subject as well as the wider role of PESSPA</p> <p>Attendance Data to be in-line with whole school target</p> <p>Leuven Scales- Wellbeing and Engagement will be increased.</p>
<p><b><u>Priority 2 – Consistent delivery of high-quality PE</u></b></p> <p>All teaching staff to be more confident in the delivery of high-quality PE lessons as well as supporting all children to make progress against the PE curriculum goals through the provision and access to a scheme of work (REAL PE) that provides resources and CPD for teachers and TAs.</p> <p>The consistent delivery of high-quality PE lessons that shows clear progression and attainment of skills for all children. All children benefit from a clearly sequenced curriculum that allows them to know more and do more.</p> <p>The data for progression and attainment for all groups, including vulnerable: SEN, Disadvantaged, Boy/Girl, will be broadly equal.</p>	<p>Staff Feedback – feedback will show staff more confident in delivering the whole of the PE curriculum as well as wider opportunities for Physical Activity.</p> <p>Pupil Voice – Children will be able to say what they know and how they have progressed. They will also be able to talk with confidence on the positive impact of physical activity on their health and wellbeing.</p> <p>PE Progress- Children will make progress against their own assessed abilities.</p>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p><b>Priority 1</b></p> <p>All children have access to Outdoor Adventurous Activities through the implementation of POLO (play outside, learn outside), led by trained staff. They have access to a wide range of play based physical activities that develop gross motor and fundamental movement skills, as well as building strong personal behaviours and positive attitudes.</p> <p>In addition to the timetabled 2 hours of curriculum PE, all children engaged in daily physical activity in and outside of the classroom, including outdoor PA provision and regular brain breaks of physical activity to re-focus.</p> <p>Well-being sessions are planned and delivered to all children that cover topics such as health and nutrition, hygiene, mental health, personal best.</p> <p>Active After School Clubs with funded provision for vulnerable groups, equal access to all children.</p>	<p>Pupil Voice demonstrates engagement in PESSPA. - end of year feedback includes children whose highlights from the whole school curriculum were; a football competition, learning how to skip, climbing and running, playing outside at lunchtime.</p> <p>Pupil Questionnaires show that all children now enjoy playtimes &amp; lunchtimes following the successful launch of POLO with the increased opportunities for Outdoor Adventurous Activities and Multi-Sports.</p>



## Actual impact/sustainability and supporting evidence

### **Priority 2**

Use of PE lead and Derbyshire PE Service to upskill teachers and support staff through CPD, team teaching and model lessons.  
Time allocated in regular staff meetings to share best practice and successes.  
All staff engaged in extra-curricular activity and competitions.  
All staff trained and engaged in the provision of high quality physical activity opportunities outside of the curriculum lessons.  
SEN and vulnerable groups supported to access all areas of physical activity within school through staff CPD.

All Staff feedback more positive and confident in terms of teaching PE.

Pupil Voice demonstrates engagement in PESSPA. - end of year feedback includes children whose highlights from the whole school curriculum were; a football competition, learning how to skip, climbing and running, playing outside at lunchtime.

Pupil Progress EYFS Baseline to end of KS1 –  
96% expected progress, of which 18% above expected

### **General**

Sports Teams open to all – mixed cricket and football teams.  
  
Developing community links with local sports groups - cricket, rugby, cyclo-cross.  
New sports introduced to the children.  
  
PE Lead is Staff Governor enabling open communication and focus on PESSPA.

Children attend school competition and festivals.

Children continue to be active outside of school, developing life-long habits.

Whole school, joined-up approach towards Health and Wellbeing, with commitment from all stakeholders.