

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?
<ul style="list-style-type: none"> School achieved School Games 'Gold' award for the first time. Improved resources for offering invasion games and striking and fielding activities. Improved extra-curricular offer, centered around physical activity and sport. Improved attendance at afterschool clubs. Disadvantaged children were well represented. Additional swimming sessions in term 3 supported the development of less able swimmers. Increased participation within inclusion events, increasing opportunities for children on the SEND register. Strong links with SRBC and the offer for PAST and HAF sessions. Dance event 'Dance from the Heart' was help for the first time with SRBC. 	<ul style="list-style-type: none"> Standard met and gold accreditation awarded. New resources such as basketball nets, tennis nest and invasion games (new balls) motivated the children to take part. Extra-curricular timetable. Extra-curricular clubs' registers show and increased uptake. An increased percentage of Year 6 children completing the 25m swim assessment. Panathalon and additional inclusion events were well attended and children performed well, representing school in the regional events (ten pin bowling and boccia) PASTA club well attended by targeted families developing knowledge of preparing healthy food and physical activity. Parental feedback. Social media highlighted the success of the event. 	<ul style="list-style-type: none"> Attendance at dance clubs for KS2 children. Very few boys involved. OAA residential did not run for Year 6. Cheerleading club did not run (maternity leave) 	<ul style="list-style-type: none"> Attendance registers. Uptake was poor and residential was not financially viable. Staff absence negatively impacted the delivery.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> Specialist to deliver PE across EYFS, KS1 and KS2 to upskill teachers and develop assessment. To set up healthy playtime activities during lunchtime for EYFS/KS1 and KS2. To improve the support for running activities from the trained play leaders within Y5 and Y6. Actively foster responsibility for the activities run on the playgrounds from key support staff (JHA and BHA). To improve the percentage of children who can swim 25m unaided by the time they leave Y6. Consider the use of an additional term of swimming for targeted children. To develop staff confidence within the delivery of gymnastics, dance and OAA. Through CPD and effective modelling from the sports coach (WLSP). Introduce new net-based activities such as volleyball. To enhance the opportunities for children to represent school, particularly those who are reluctant to engage and/or are listed within the SEND register. To further develop a dance and performance-based activities within the extra-curricular opportunities. To run FS activities for a half-term from EYFS to Y6. To purchase suitable water proof clothing so all children can participate effectively. To offer competitive/festival-based events as an exit route from attendance at extra-curricular events. Celebrate the involvements in sport and physical activity across the school. Investigate rewards for school team/competition representation. 	<ul style="list-style-type: none"> Employ a sports coach from the WLSP for two days per week. Purchase equipment to support the delivery of activities at lunchtimes. Use the expertise of the WLSP to train staff and develop an action plan around the set-up and running of playground activities. Plan to include the training of playground leaders on specific activity stations. Teaching assistants to take responsibility for each playground (JHA and BHA) Book a third term of swimming in the summer term for Year 5/targeted children. Run CPD sessions with SR active team around gymnastics and dance to develop staff confidence and expertise. Take part in Panathalon events and events focused on raising participation rates. Build extra-curricular offer around the local competition structure so children are well practiced in the skills, knowledge and organisation of the sporting events. Offer a wide range of extra-curricular opportunities, including new activities such as Volleyball. Investigate use of WA Sports hall on a Thursday to support running activities for KS2, such as basketball. Host internal sports festivals supported by the SR active team. Develop links with local sports clubs so exit routes can be promoted to children and families. Refer to school competitions with in the Friday Letter, school assemblies and on social media. National School Sport Week to be an annual event and focus on activity rates.

Intended actions for 2024/26

- Establish electronic registers for afterschool attendance at clubs through Arbor.

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?
<ul style="list-style-type: none"> • Increase in the number of daily active minutes for children across the school. • Improved equipment quality will engage children within lunchtime and afterschool activities. • School to have an increased success within external sporting events due to being better prepared for events and a stronger selection process for attendees. • Increased range of activities offered to children across the school. Volleyball club held and competition attended. • Attendance at afterschool clubs improves and there is little differential between disadvantaged and non-disadvantaged attendance. Attendance accurately recorded through electronic registers. • Increased attendance and representation of children on the SEND register. • Reduced behavioral issues at playtime/lunchtime due to positive activities taking place. • Dance competition attended and dance festival held within school. • Staff more confident in the delivery of dance, OAA and gymnastics. • Children enjoy physical activity and feel pride from school representation. 	<ul style="list-style-type: none"> • Audit active minutes from a sample of children. Whole school activity during NSSW. • New equipment purchased and used. Pupil voice demonstrates that they are motivated and enjoy using high quality equipment. • Event attendance and positions within the vents recorded by the PE lead. Involvement and successes promoted through social media and school literature and website. • Attendance at clubs recorded through electronic registers and reviewed and compared to previous year. • Behavior data shows less incidents of poor behavior on the playground in comparison to previous years. Pupil voice positively describes the impact of the planned activities. • Swimming data tracked and reviewed in comparison to previous years. • Dance costumes purchased and competitions entered. • Pupil voice shows that children enjoy PE, physical activity and

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?