



# PE Funding Evaluation Form 2024-2025

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>All students had access, in every PE lesson, to high quality, broad and balanced content aided by a variety of equipment to fully support their learning. This enriched students' experiences of the various activities and opened doors for many who have gone out into the community and joined clubs or indeed participated in extra-curricular provision here in school. Students enjoyed learning skills and knowledge in many different areas of the curriculum and have in some cases, started to take on leadership roles within lessons.</p> <p>It is evident that the SSCO deployment to first schools helped skill and knowledge development of the year 6 within PE.</p> <p>Having the weekly dance club provided a consistent commitment to this area of the curriculum and supported the learning blocks of dance we do in the curriculum. It provided students with</p>	<p>Lesson observations PE staff meetings PE CPD Attainment data Curriculum plans Student voice Staff voice</p> <p>Student performance Observations Student voice Staff voice</p> <p>Student feedback Dance events Student performances in lessons</p>	<p>Opportunities to include all students or very high numbers at a time on a more regular basis are still emerging.</p> <p>Provision for PP/FSM/SEND was ever increasing but still more work to be done here to ensure they're regularly involved.</p>	<p>Student feedback Data</p> <p>Data Attendance registers</p>

## Review of last year 2023/24

<p>opportunities to learn further skills and knowledge, whilst also providing competitive and participation opportunities, giving them the chance to showcase their performances. It enabled staff within the performance department the chance to combine events with other areas of performing arts.</p>			
<p>By entering increased amount of school games competitions including SEND events, enabled PE staff to attend many school games events to give students as many competitive and festival sporting opportunities as possible. Students not only learnt a range of skills and knowledge related to PE/Sport but also recognised the importance of British Values i.e. rule of law and maximized their cultural capital. SEND students accessed a number of specific events as well as the mainstream events.</p>	<p>Evolve registers Student feedback</p>		
<p>Having the OAA provision installed by Enrich enabled us to strengthen and broaden the OAA provision, whilst providing whole-school resources and links to other subjects that enhanced and supported these. It also provided further opportunity for stretch and challenge and</p>	<p>Lesson feedback from students PE Staff voice / Meetings Collaboration with other subjects i.e. Geography Lesson observations</p>		

## Review of last year 2023/24

varied students' experiences within OAA,  
particularly orienteering.

## 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>Continuing to build inclusive sport offers tailored to pupil interest and abilities.</p> <p>Use attendance data to identify pupils who are not yet engaging and target them.</p> <p>Expand competitive opportunities by collaborating with local schools and sports networks.</p> <p>Improve staff and pupil leader confidence and competence through strategic support and mentoring.</p> <p>Maintain the SSCO role to increase the schools capacity to offer a broad and engaging curriculum alongside an extensive extra-curricular enrichment program.</p>	<p>Use of pupil voice to develop the extracurricular program. Share this with all stakeholders and update it every half-term depending on interests and engagement. Set up easy to use attendance registers and monitor them every half-term. Target pupils who do not attend and seek to fulfil their needs with new activity ideas. Enter all available local and regional competitions and support all pupils, including those with SEND and PP to represent their school. The SPIN partnership offers a wide range of festivals and competitions to take part in including Boccia, Table Cricket, Panathlon and SEND Football/Cross Country. Devise a CPD program for sports leaders. Introduce skill sharing initiatives to enhance teaching practices and encourage innovative approaches to teaching PE.</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?
<ul style="list-style-type: none"> <li>• Increased participation in extracurricular clubs and intra/inter-school competitions.</li> <li>• Improved access ensured for SEND and PP pupils and girls, demonstrating equality in sport.</li> <li>• Increased understanding and recognition of importance of being physically active and the impact of this on health and wellbeing.</li> <li>• Increased opportunities for larger number of students for them to see the bigger picture on sport and its' place in daily life.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular attendance registers both for weekly clubs and Evolve registers for out-of-school events</li> <li>• Record of competition entries and success throughout the year</li> <li>• Teacher feedback</li> <li>• Pupil voice</li> <li>• Stakeholder feedback.</li> <li>• Sports day sign-up sheets</li> <li>• Attainment data for each child</li> <li>• CPD calendar</li> <li>• PE Dept. calendar</li> <li>• Sports Leader feedback</li> </ul>



## Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>There has been a wide range of sporting opportunities on offer this year. The interform football and dodgeball were enjoyed by a large proportion of students, both girls and boys. We had year 6 out at the SPIN and Kirklees cross-country events, often in the top 3 and with 1 of our Y6 girls earning a place in the National cross-country finals. In house, we had our mass participation Cancer Research 5k, in addition to the elite 5k, which saw all our year 6s participate and selection of 11 year 6s for the 30 places in the elite race; one of them coming 2<sup>nd</sup> place. Increasing numbers have been involved in the SPIN sporting festivals – netball, multi-sports and invasion games. We have also had students with SEND at all of these events and have been to the SEND specific events in football and the primary panathlon series, where we came 1<sup>st</sup> in Kirklees and 6<sup>th</sup> overall in West Yorkshire. Students have also had opportunities in hockey, working with the Huddersfield Dragons over a period of sessions, which then fed into the Kirklees Schools Hockey Tournament where we placed 2<sup>nd</sup> overall. Both boys and girls have competed in the Y6 football leagues and cup events, with our boys finishing the season as league champions. Sports hall athletics for Y6 was a great success winning our competition on the night. The summer term saw very high participation rates in rounders and cricket clubs after school and our annual Y6 sports day. We had 5 full rounders teams out at the SPIN Rounders tournament, with one of the teams coming 2<sup>nd</sup> overall. This event also enabled our sports leaders to input their leadership skills. Students applied the skills they learnt in the cricket clubs into the SPIN Cricket tournaments, where both the boys and the girls teams placed 4<sup>th</sup> overall. We have also run Bikeability this year as well as opportunities in the ‘Play your way to Wimbledon’ tennis competition.</p>	<ul style="list-style-type: none"> <li>• Regular attendance registers both for weekly clubs and Evolve registers for out-of-school events</li> <li>• Record of competition entries and success throughout the year</li> <li>• Teacher feedback</li> <li>• Pupil voice</li> <li>• Stakeholder feedback.</li> <li>• Sports Day sign-up sheets</li> <li>• Attainment data for each child</li> <li>• CPD calendar</li> <li>• PE Dept. calendar</li> <li>• Sports Leader feedback</li> <li>• School bulletin / newsletter</li> <li>• Whole school / Y6 specific yearly event tracker</li> </ul>



## Actual impact/sustainability and supporting evidence

So much so, our overall figures that summarise the above sporting opportunities and other whole-school sporting trips (some supported by whole-school PP) are as follows:

- 86% of Y6 girls involved across the year.
- 76% of Y6 boys involved across the year.
- 88% of Y6 involved across the year.
- 90% of PP Y6 involved across the year.
- 90% of FSM Y6 involved across the year.
- 89% of SEND Y6 involved across the year.

Our year 6 attainment data for PE lessons shows 75% of students are working at expected standard, with 8% work above and 15% working towards. We do have 2% who are well below the expected standard. The SSCO role has provided a range of opportunities for the sports leaders to visit our feeder first schools to assist with events and sports days and has supported our on-going intake.

Match reports, pictures and trip write ups that were included in our school newsletter can be seen on our PE section of the school website. It is fair to say that this premium funding has had significant, long-lasting impact on our students' experiences within the sporting world.