

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?
Increased opportunities for competitive sporting activities and events. KS2 accessing sport specific units of work All year 6 children to understand and learn about water safety and safe self-rescue To purchase T-shirts for children to use when taking part in events Bikes on the playground Learn to swim lessons offered to those who were not going to meet end of year expectations.	Children asking to compete again this year. 2 children now take part in clubs outside of school because of taking part in competitive events at school. Children are attending sporting events and showing increased success. E.g. 3rd place at hockey events. Children all understand water safety. Really valuable visit to highlight the dangers around water and open water swimming. Children all proud to wear their T-shirts. Sense of team evidenced at events. Parents and teachers have commented on how smart our children look at events. These are used most days outside at after school club. This now needs to extend to lunchtimes. 1 child met standards and now goes for regular lessons. 1 child has developed water confidence and is continuing water safety. 1 child will attend again this year.	Inspiring lunchtime staff to encourage playtime activity and games to support behaviour and activity.	Lack of motivation from lunchtime staff to take part and lead activities on the playground. Behaviour issues when football can't go ahead.

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
- Whole school experience days – India at West End in Schools, PB experience day (county), KS1 and festival of fun (county), basketballer (tallest man in Britain) - Colour run as part of sports day events. - Remove and repaint playground markings. - Trip to the Lenches (self-safe rescue for swimming) - Bell-boating for year 4 children - Learn to swim weeks for our weakest swimmers across Year 4, 5 and 6. - Renew our Real PE subscription. - Real PE training days. Real PE training for new members of staff – Lauren and Tom - INSET to show staff how to put wall bars up - Make plans with 'ON Your Marks' coaching for after school clubs to run throughout the year. Try to link ideas to competitions happening. - Continue to enrich curriculum PE with competitive events and engage events – focus on PP children and those who need more activity.	- Plan the experience days with Ali to best support our children. Plan timetable for all children to access these days. Email and contact companies – use recommendations from local schools. Email companies to enquire what they can offer. - Contact Studley Primary School regarding where they got resources and how to organise. Plan sports day activity timetable for all children to have a go with parents involved. - Use email contact from Dani (Friends of Ferncumbe) to organise a visit from the company to give us a quote for removing lines and making plans for new ones. Keep the court markings, ask about a chess board for our new pieces, new road layout with parking spaces, some games. - Re-plan visit to the Lenches in June/July for Year 5 children. Ensure we ask about adding a rescue in the water to improve this experience further. Budget to pay for coaches and activity. - Bell boating to be organised for October – change of date due to rainfall. Arrange with other local schools (Henley). Budget to pay for coaches and activity. - Year 3 to swim for Autumn term. Year 4 to 6 weakest swimmers to swim during Spring and Summer term. Look into swim weeks at Hatton pool and St Nick's pool for Feb half term and May half term to support Year 5 and 6 non swimmers. - Contact Jess at Real PE regarding options for renewal for this year. Speak to SLT about which option – Real PE membership or Real PE Legacy again. - Respond to emails regarding training and consider which would be best to use for Lauren as a new member of staff who has not seen Real PE before. What other training needs using up. - Demo how to put wall bars up safely in the hall. Speak to staff about how this happens when children are in the hall. - Stay in communication with Sam to plan ahead for after school clubs during the year. Aim for a wide range of sports to develop opportunity, - Enter competitions from the county, ensure I vary the events across year groups with access to certain groups of children.

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?
- Whole school experience days – India at West End in Schools, PB experience day (county), KS1 and festival of fun (county) – increased participation in activity, extending our cultural links and opportunities. Provide a range of opportunities to inspire children to take up different sports outside of school. - Colour run as part of sports day events – bringing children, parents and the school together for a fun activity. Enjoying running as a sport. Possibly continue each year - Remove and repaint playground markings – markings to be used during PE lessons and after school sports activities, to encourage games to be played at break times, guided use of the bikes to keep children safe, to support lunchtime staff with guiding play. - Trip to the Lenches (self-safe rescue for swimming) – to make all children aware of the dangers around water, how to keep themselves safe and know what to do in an emergency. - Bell-boating for year 4 children – to offer children new experiences. - Learn to swim weeks for our weakest swimmers across Year 4, 5 and 6 – that our weakest children learn to swim the National Curriculum expectations by the end of Year 6 - Renew our Real PE subscription – planning supported for all members of staff. Staff guided with training and support from Real PE support and PE coordinator. Examples of videos for the children to watch to support their learning and understanding of skills and application. - Real PE training days. Real PE training for new members of staff – Lauren and Tom – Quality first teaching from our new teaching staff, teaching using methods linked to Real PE and the Ferncumbe. To improve knowledge and understanding of teaching staff with further training and guidance. - INSET to show staff how to put wall bars up – Staff will use the bars for Real Gym units and not feel worried about using them to enhance the children learning and physical development. - Make plans with 'ON Your Marks' coaching for after school clubs to run throughout the year. Try to link ideas to competitions happening – Opportunities to play with a school team, additional sporting opportunities with some competitive matches. Increased participation of less active children, PP and SEN children. - Continue to enrich curriculum PE with competitive events and engage events – focus on PP children and those who need more activity – A wider range of children encouraged to take part in competitive events.	- Feedback from children after each event – should we do again next year? Monitor activity levels during each experience. - Gather feedback from parents about their thoughts on the colour run. Count how many parents take part with their children. - Monitoring use of markings during lessons and after school club. Ask children how often they have used the markings and how useful they are. - Quiz back at school to assess the children's learning. Keep a record on the day of who has taken part and the worksheets completed. Photos - Monitor who has been bell boating before. Keep register of who attended. Feedback from children for next year – should we do this again? - Can children swim by the end of year 6? Aim for 100% of children swimming using 4 different strokes by the end of year 6. Has our new plan for swimming worked? Number of children able to swim by the end of Year 3. - Staff confident in teaching PE, children know how to complete the skills and how to improve to develop their learning. Children able to coach their peers using success criteria to develop their skills. - Lesson observations and learning walks will show improvements in areas that have been supported. Assessments of children will show improvement with skills due to excellent teaching. - Evidence on Twitter showing children using bars. Learning walks will show evidence of bar work in Gym sessions – organise lesson observation using Real Gym in the hall. - Monitor registers for clubs to see who and how many are coming. Invite certain children along to encourage participation. Regular matches held with other schools. Attendance at the girls/boys football leagues. - A wider range of children attending the clubs from attendance registers. Less active children engaging in sporting events and lunchtime activities.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Experiences – Dance around the world, Paul Sturgess, Festivals, Bell boating – Children’s enthusiasm to engage with people from outside organisations. Bell boating will be attended each year by year 4 pupils to provide an opportunity to try a new sporting activity. Children have been given memorable life experiences and opportunities – the school has built relationships with companies to provide the experience regularly. The Year 5 children supported the KS1 classes in the festivals at school-guiding and leading them so they get the best out of the day. This built leadership skills and gave the older children chance to adapt their instructions and communication for younger children. Playground markings – It has impacted on PE lessons and lunchtimes during the summer term. Team games like netball and hockey are easier to mark out and the children can see the boundaries easily. Tennis courts can be easily marked out with clear boundaries. Games and zones can be marked out at lunchtimes. New playground bikes and equipment – Children developing balance on scooters and practicing using pedals. Encouraging road play, safety crossing the road. Creative play with blocks. Swimming – Year 3 have been swimming for both Autumn and Spring term which has improved swimming significantly. A group of Year 4, 5 and 6 will attend during the summer term to meet curriculum standards. Aiming for 100% of children to meet curriculum standards. PE subscription – Ensuring good progress is made by all children across the school. A curriculum that builds the skills year on year. Planning time saved for teachers, they are guided through to develop their planning and understanding of the physical building blocks that children need to develop. Outcomes, learning goals and key points identified to provide PE specific knowledge – guiding children to improve. ‘On Your Marks’ coaching – Year 5/6 children have received specialist teaching to support sports specific skills and games to inspire children and enable them to compete in inter school competitions. This will support their transition to secondary PE. Staff have worked in collaboration with the coaching staff to develop their confidence and expertise in delivering high quality PE for all learners. Team games support working together and strategy. Supporting after school club provision – encouraging members of staff to actively engage in sports with the children, modelling to after school staff how to engage in physical activity with the children, providing the children with sporting opportunities as part of their after school care. Competition entries – Providing children with competition experience, learning how to win and lose and play as part of a team or compete individually.	Months after the visit from Paul Sturgess, children are still talking about him in awe and wonder about his size and the enjoyment they had doing sport with him. Children look for him in the Guinness World Record books and asked for him to come back. 2 children have taken up basketball in Year 5 and one child has been inspired to take up competitive basketball after talking to him. Children in Year 4 have told some children in Year 3 and 5 about Bell boating – they have discussed when they will each have a turn – this is now organized for Year 4 children each year. Year 5 children told the teacher how they loved helping smaller children learn, how it was very hard work but they couldn’t do it every day! They realized that they would have to change the way they spoke to the children and demonstrate the things they had to do. So much engagement with the new markings, the games are played with every break/lunch time by children from every year group. This is encouraging members of lunchtime staff to participate with games and interacting with the children too. ‘Wow, our PE lessons are going to be so much better now’ Year 5 ‘The colours are so bright and we can see the courts more clearly’ Year 5 ‘The road is great and we can use our new bikes on it too’ Year 2 New track and bikes/equipment are used after school every day with children ranging from Reception to Year 6. Used regularly during lunchtimes to improve balance and physical activity. Only 4 children in Year 3 need to have further lessons to attain the curriculum objectives prior to leaving in Year 6. 12 children from Year 4, 5 and 6 had further swimming lessons in the summer term - Observations have shown confidence from teaching staff, using the planning and building on learning each lesson. I have seen children using the outcomes and learning points to develop their own skills, using the videos to watch how to improve. Children coach each other against these learning points to help each other improve. The boards are used in the hall to praise the children for being successful during PE lessons. New teaching staff have managed to use the planning successfully with guidance from PE lead and Real PE support staff. We have competed in ‘engage’ competitions like hockey, netball and tag rugby and ‘compete’ competitions like football leagues and athletics. Due to successful teaching and coaching the children have been prepared to take part in these sports knowing the skills and tactics needed to be successful. We have targeted PP children and increased proportion of PP, inactive children and SEN children having access to these events. We got through to the finals of the speed stacking event where 12 children from Year 3 took part. 16 children from Yr3/4 and Yr5/6 got through to the finals of the Warwickshire Athletics competition.