

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?
<p>Playtime resourcing: Lunchtime team to visit other schools who have been highlighted to have good practice. Lunchtime supervisors and sports leaders (who will be re-trained in Autumn 2023) will encourage pupils to use resources at break time to be more active.</p> <p>Acquire equipment that supports the effective delivery of the curriculum and wider whole school PE initiatives</p> <p>Use of staff and coaches to provide additional club opportunities</p> <p>CPD for teachers. More highly trained staff. Staff are inspired to try new ideas and feel secure in delivery. Least active pupils engaging more in PE and sport.</p> <p>Development of the House System and further development on inter-school competitions for 2024/25 as was not completed last year.</p> <p>To continue to increase entries to inter-school competitions, as well as greater participation in intra-school competitions using the newly revised house system.</p>	<p>We know these aspects of our sports premium plan were successful due to measurable outcomes and observations. The lunchtime team's visits to other schools resulted in new strategies being implemented, which increased pupil engagement with playtime resources. Lunchtime supervisors and sports leaders reported improved pupil activity levels during breaks following their re-training. Newly acquired equipment supported a more dynamic PE curriculum, enhancing skill development and enjoyment.</p> <p>Staff CPD led to more confident teaching, evidenced by greater willingness to trial new approaches and positive feedback from pupils. Targeted efforts for the least active pupils resulted in increased participation in PE and extracurricular clubs. While inter-school competitions will develop further in 2024/25, entries rose this year, alongside higher participation in intra-school events under the revised house system. Collectively, these initiatives fostered a culture of active engagement, benefiting pupils' health, teamwork, and school pride.</p>	<p>Aim to achieve the Gold school games award, and the Quality Start award, which recognises the commitment to support PE and School sport through engagement in the School Games and key stage 1 sport respectively. More pupils are engaged with competitive sports and tournaments.</p>	<p>The main reason we did not achieve the Gold School Games Award or the Quality Start award last year was due to a lack of capacity and the significant administrative workload involved. Despite the intention to engage more pupils in competitive sports and tournaments, the tasks required to meet the criteria for these awards were not completed due to time constraints and staffing limitations. This was further compounded by the demands of other priorities. However, we have addressed this challenge for the current year by employing a dedicated PE coach, who will help manage the administrative tasks and ensure we can focus on increasing pupil engagement in competitive sports. With this additional capacity, we are confident we can now work towards achieving these awards and better support both our Key Stage 1 and wider school sports initiatives.</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>Devise a broader curriculum which meets the needs of our diverse pupil body.</p> <p>Employ a PE Coach specialist to deliver core PE alongside staff to increase the frequency and consistency of PE lessons.</p> <p>Target three sports for this academic year (football, basketball and athletics) which will be the key drivers for extra-curricular performance.</p> <p>Every single pupil at the school involved in one inter-school event.</p> <p>Revitalize the lunchtime offering, with dedicated sports leaders, working collaboratively with the new PE coach.</p> <p>Ensure that equipment is fit for purpose and age-appropriate, as well as expanding into new sports in the curriculum.</p> <p>Leverage the sports coach in building capacity in after school clubs, inter-house events, fixtures and general administration.</p> <p>Lunchtime equipment to be purchased that will increase activity levels across the whole student body.</p> <p>Schedule 'sports trips' in the classes 'year on a page' and use some funding to support these.</p> <p>Create additional opportunities for movement and physical exercise outside of conventional PE/Sports sessions, such as daily miles, forest activities etc.</p>	<p>PE Coach Employment: Recruit a qualified PE coach to deliver lessons, train staff, and manage extracurricular activities.</p> <p>Curriculum Development: Review the current curriculum and align it with the school's diverse needs, focusing on football, basketball, and athletics.</p> <p>Targeted Sports Focus: Organize training sessions, intra-school competitions, and community partnerships for football, basketball, and athletics.</p> <p>Inter-School Events: Create a schedule of local tournaments and events, ensuring all pupils participate at least once.</p> <p>Lunchtime Program: Train sports leaders to coordinate activities with the PE coach. Purchase age-appropriate and inclusive lunchtime equipment.</p> <p>Expanded Equipment: Audit current equipment and invest in resources for both core curriculum and new sports.</p> <p>After-School Clubs: Utilise the PE coach to organize clubs and inter-house events, managing fixtures and associated administration.</p> <p>Sports Trips: Include sports-related trips in the annual calendar and allocate funding for accessibility.</p> <p>Daily Activity Opportunities: Introduce initiatives such as the daily mile and outdoor activities to promote movement beyond 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?
<p>Physical and Social Benefits: Increased pupil engagement in physical activity, improving health, fitness, and teamwork skills.</p> <p>Curriculum Accessibility: A broader curriculum that meets diverse pupil needs, fostering inclusion and interest in PE.</p> <p>Staff Development: Improved teacher confidence and consistency in delivering PE lessons, enhancing sustainability.</p> <p>Extracurricular Growth: Higher participation in after-school clubs and inter-school competitions, building a culture of sportsmanship.</p> <p>Pupil Involvement: Greater student activity at lunchtimes and in inter-school events, reducing sedentary behaviours.</p> <p>Community Engagement: Stronger links with other schools and local sports organizations, creating long-term opportunities.</p> <p>Sustainability: Increased capacity through the PE coach ensures continued focus on PE development, with resources used effectively.</p>	<p>Participation Data: Track pupil attendance at PE lessons, after-school clubs, and inter-school events to monitor engagement.</p> <p>Pupil Feedback: Collect surveys or testimonials to evaluate enjoyment and perceived benefits of PE and extracurricular activities.</p> <p>Staff Feedback: Assess teacher confidence and capability in PE delivery through CPD reflections and performance evaluations.</p> <p>Physical Activity Monitoring: Observe improvements in fitness levels and activity during breaks through daily mile participation and lunchtime programs.</p> <p>Award Achievements: Evidence progress through applications for the Gold School Games Award and the Quality Start Award.</p> <p>Curriculum Reviews: Evaluate the success of curriculum revisions based on skill development and pupil outcomes.</p> <p>Equipment Audit: Regular checks to ensure resources remain fit for purpose and meet evolving needs.</p> <p>Parent Engagement: Use parent feedback on sports trips and pupil participation to gauge community support.</p>

Actual impact/sustainability and supporting evidence

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