

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?
High quality resources were purchased and provided to ensure PE lessons were taught effectively.	Teachers will be able to teach high quality lessons and ensure ALL children have access to high quality resources.	- General maintenance / care of new resources.	- Resources have diminished throughout the academic year.
The quality of PE lessons was good and ensured that there was clear progression throughout the year.	Teachers used Get Set 4 PE app to support lesson planning and delivery. Lessons are planned by specialists and include CPD videos to ensure teachers are highly equipped to teach all lessons to a high standard.	- As a result of a lack of equipment, not all lesson have been able to be taught as recommended by specialists who have planned the lessons.	- Feedback from staff.
To improve the amount of pupils who can swim confidently by the end of Y6.	46% of pupils are now able swim competently, confidently and proficiently over a distance of at least 25 metres	- Less than half of this year's cohort are able to swim competently.	- Data collected at the end of the year indicated that less than half of the cohort were able to swim competently. Recent data collection has shown a significant improvement in this year's cohort.
A wide range of OOA were offered to all pupils.	Pupils participated in Forest School each term and pupils in Years 2, 4 and 6 attended residential.	- N/A	- Feedback from staff / children suggest that these sessions are enjoyed and run successfully.

Review of last year 2023/24

<p>A wide variety of competitive opportunities were available for pupils.</p> <p>OPAL was implemented and has increased the opportunity for pupils to be physically active at lunchtimes.</p>	<p>Pupils attended a variety of competitions both intra and inter-school. This included pupils attending a local schools' Mini-Olympics, gymnastics festivals and football events.</p> <p>More pupils are meeting their daily amount of physical activity time. Staff have been trained in OPAL through inset with OPAL specialists. School grounds have been steadily improved to meet the needs of an OPAL ethos in school.</p>	<ul style="list-style-type: none"> - Due to popular demand, not all available competitions / festivals were able to be attended. - Due to transport issues, not all events could be attended. - Lack of funding to help develop / broaden OPAL opportunities. 	<ul style="list-style-type: none"> - Events had to be cancelled / not attended. - Budget / funding has limited progression of resources. - New areas are developing steadily.
---	---	--	--

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>Total £19.5k</p> <ol style="list-style-type: none"> To make the playground more engaging and active for the pupils by investing in more specific playground equipment, offering a wide range of activities on offer, e.g. basketball training hoops, boules. £5,000 <ul style="list-style-type: none"> KF 2 increasing engagement of all pupils in regular physical activity and sporting activities KF 4 offer a broader and more equal experience of a range of sports and physical activities to all pupils Specialist Staff to train SEND support staff and class teachers in delivering sensory circuits for pupils with ASD. <ul style="list-style-type: none"> KF 1 increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities KF 4 offer a broader and more equal experience of a range of sports and physical activities to all pupils To introduce afterschool multi-sports club. £500 <ul style="list-style-type: none"> KF 4 offer a broader and more equal experience of a range of sports and physical activities to all pupils KF 5 increasing participation in competitive sport To liaise with local schools to enhance competition and to arrange transport to and from said competitions and other activities/fixtures. £3,000 <ul style="list-style-type: none"> KF 5 increasing participation in competitive sport 	<ol style="list-style-type: none"> Audit equipment that is currently available and then purchase equipment and map out a plan of which equipment will be used and when. Provide training as part of the West Midlands SEND cluster conference and offer follow up CPD in the form of visiting schools to observe sensory circuits in action. Undertake a survey to understand which sporting activities pupils would like to participate in. Contact sports coaches and clubs to arrange for sessions to be provided. Ensure PE lead is networking with local school PE leads and engages in organizing and arranging sporting events and competitions.

Intended actions for 2024/25

<p>5. To further develop and enhance the offer of OPAL (Outdoor Play and Learning) to increase participation and physical activity.</p> <ul style="list-style-type: none"> • KF 2 increasing engagement of all pupils in regular physical activity and sporting activities • KF 3 raising the profile of PE and sport across the school, to support whole school improvement <p>6. Provide outdoor learning opportunities for pupils and develop staff knowledge and understanding through the use of the school's Forest School. £2,500</p> <ul style="list-style-type: none"> • KF 1 increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities • KF 2 increasing engagement of all pupils in regular physical activity and sporting activities <p>7. Update the playground line markings. £3,000</p> <ul style="list-style-type: none"> • KF 3 raising the profile of PE and sport across the school, to support whole school improvement <p>8. Provide top-up swimming lessons. £3,000</p> <ul style="list-style-type: none"> • KF 1 increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities 	<p>5. Continue to work alongside the school's OPAL link. Provide opportunities for staff to visit other OPAL schools to take best practice. Provide time for OPAL team to complete tasks to enhance the provision in place.</p> <p>6. Liaise with local Forest School leader to provide termly sessions for all pupils. During the sessions, teachers to develop their knowledge and understanding of Forest School provision.</p> <p>7. Review the current provision and contact companies to ensure best value is provided when updating the markings.</p> <p>8. Identify which pupils will require additional top-up swimming and provide sessions.</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>1. To make the playground more engaging and active for the pupils by investing in more specific playground equipment, offering a wide range of activities on offer, e.g. basketball training hoops, boules. <i>Pupils have resources to access and play with during recreational time, increasing their activity levels. Sustained through Play Leaders managing and looking after resources.</i></p> <p>2. Specialist Staff to train SEND support staff and class teachers in delivering sensory circuits for pupils with ASD. <i>Pupils with ASD – who will develop a positive attitude towards sports/physical activity</i> <i>SEND support staff and class teachers – who will feel more confident to support their pupils with ASD</i></p> <p>3. To introduce afterschool multi-sports club. £500 <i>More pupils are provided with sporting activities than they would normally be offered.</i> <i>Pupils are provided with additional opportunities for developing their skills and taking part in competitive sport.</i></p> <p>4. To liaise with local schools to enhance competition and to arrange transport to and from said competitions and other activities/fixtures. £3,000 <i>An increased opportunity for pupils to engage in local (and further afield) competition</i></p> <p>5. To further develop and enhance the offer of OPAL (Outdoor Play and Learning) to increase participation and physical activity. <i>Playleader role to be further developed through external school visits.</i> <i>OPAL specialists invited to audit our current provision and offer further advice</i> <i>School Site Manager will use known skills to create exciting resources to further enhance the provision.</i></p>	<p>More pupils meet their daily physical activity goal and more pupils feel encouraged to take part in sport activities. Pupil voice will support this.</p> <p>More pupils meet their daily physical activity goal and more pupils feel encouraged to take part in sport activities.</p> <p>High expectations for all pupils with 100% of children taking part in regular physical activity and developing a positive attitude towards sports.</p> <p>More pupils meet their daily physical activity goal and more pupils encouraged to take part in sporting activities. Pupil voice shows that pupils have a positive attitude towards sports and have increased the time they spend engaged in sporting activities each week.</p> <p>Pupils will develop a sense of pride for themselves, their teams and their school. Pupils will further develop the skills of teamwork and cooperation and will learn to cope with winning and be resilient in defeat.</p> <p>Pupils will be offered a wider variety of opportunities to engage in exciting Outdoor Play and Learning. Pupil's behaviour will improve at lunchtime / after lunch, therefore classroom learning will be more focused.</p>

Expected impact and sustainability will be achieved

6. Provide outdoor learning opportunities for pupils and develop staff knowledge and understanding through the use of the school's Forest School. £2,500

Pupils will experience high quality Forest School sessions due to the employment of an external Forest School Provider. This will continue to develop staff knowledge and understanding of outdoor learning opportunities.

7. Update the playground line markings. £3,000

The use of new playground markings will inspire children to use and apply rules of the games they have learnt and further develop their skills independently.

8. Provide top-up swimming lessons. £3,000

The percentage of pupils who can swim confidently by the end of Y6 will increase significantly.

Staff will observe more children using available Forest School resources appropriately, therefore engaging in outdoor play more respectfully and knowledgeably.

Dedicated resources will be well maintained due to skilled use and pupils will show further development of skills taught in PE lessons. Pupils will have a more focused approach to their play.

End of year data will prove that more pupils are able to swim competently and are at the expected standard for their age.

Actual impact/sustainability and supporting evidence

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