

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?
<p>Pupils' participation in daily physical activity increased.</p> <p>Promoting Active travel</p> <p>Engagement in PE lessons improved.</p> <p>Parents were upskilled through parent workshops.</p> <p>Playground leaders set up challenging and engaging activities during lunchtimes.</p>	<p>During pupil voice monitoring, pupils said that they participated in get fit get active everyday and could articulate why it was important.</p> <p>Active travel rose from 94% to 97% and car use decreased from 5% to 2%.</p> <p>This was evident during lesson observations.</p> <p>Parental feedback of the sessions was positive.</p> <p>Monitoring of playtimes showed that children were more engaged in activities. Teacher feedback was positive.</p>	<p>Pupils access to scooters.</p> <p>Not all pupils were accessing physically challenging activities during unstructured times.</p> <p>Not all pupils mastered fundamental movement skills before moving on.</p> <p>There was limited access to high-quality equipment in some areas of the curriculum. This was a result of some equipment been broken or damaged. More equipment needs to be purchased to support the delivery of the updated curriculum and to ensure that pupils have the opportunity to master skills before moving on.</p>	<p>This started off well, but scooters were easily broken. This proved that it wasn't sustainable.</p> <p>Observations during unstructured times showed that only some groups of pupils were accessing activities.</p> <p>Through pupil assessments and lesson observations.</p> <p>Staff have reported being unable to teach some elements of lessons or that they had limited equipment so that pupils had less opportunity to master skills.</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>To ensure that daily participation in physical activity continues to increase.</p> <p>Increase the percentages of active travel across school.</p> <p>Continue to upskill staff and improve staff knowledge and confidence.</p> <p>Continue to utilise resources and subscriptions as a source of specialism and training.</p> <p>Ensure that PE lessons are of high-quality and that children make good progress.</p> <p>Ensure that children are able to participate and engage in inter-school events and competitions.</p> <p>Increase the opportunities for pupils available at unstructured times.</p>	<p>Relaunch Get Fit Get Active initiative.</p> <p>Relaunch Living Streets Travel Tracker.</p> <p>Work closely with Project Sport coaches to provide ongoing CPD for teachers and HLTAs.</p> <p>Renew subscription to Get Set 4 PE and other memberships to support subject leader and teaching staff.</p> <p>Further develop the PE curriculum and long-term plan across school to ensure progression.</p> <p>Continue membership with School Games and attend competitions with different groups of pupils.</p> <p>Further develop the playgrounds to provide a broader range of activities that support pupils physical, social, emotional and cognitive development.</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>Pupil participation in daily physical activity will increase and we will see an improvement in physical development and fitness.</p> <p>Teachers' confidence and knowledge in teaching PE will improve, resulting in overall improvements in teaching and learning across school.</p> <p>The PE lead and teachers will stay up to date with current research and information through ongoing subscriptions, memberships and external CPD.</p> <p>Teaching and learning will be strong across school and will show progression within units of work and within year groups.</p> <p>A higher percentage of children will have attended an inter-school event or competition. All children will leave our school having participated in competitive sport.</p> <p>Pupils will have a broader range of activities available to them and physical, emotional, social and cognitive development will improve.</p>	<p>Baseline assessment data and end of year data will show an increase in physical development and fitness. This will be monitored through PE assessment and monitoring of new Active Breaks.</p> <p>Through teacher discussions and staff meetings, teachers will have opportunities to feedback. Lesson observations and monitoring will also take place to ensure that improvements in teaching and learning can be seen.</p> <p>The PE lead will be aware of updates relating to the subject and will disseminate information with staff.</p> <p>Lesson observations, monitoring, assessments and pupil voice will reflect that teaching and learning is strong across school.</p> <p>The number of pupils attending a competition will have improved. Monitoring to ensure that all pupils have participated in competition at their own level by the time they leave our school.</p> <p>Assessment, monitoring and pupil voice will show that pupils have accessed a wide range of sports and activities. PE assessment will show an increase in development.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Pupils are now more active and overall fitness has improved as a result of introducing active breaks in Key Stage 1.</p> <p>Active breaks have resulted in improved behaviour and attainment across school, particularly on an afternoon.</p> <p>Children are more motivated and enthusiastic about physical activity.</p> <p>Staff are more confident teaching PE and teaching and learning has improved across school.</p> <p>The PE curriculum and long-term plan has been developed using knowledge gained from the Level 5 PE specialism course.</p> <p>All pupils leaving our school this year will have had the opportunity to participate in competitive sport at their own level.</p> <p>High-quality equipment has been purchased to support the updated curriculum. Pupils have therefore been able to master skills before moving on.</p>	<p>At the beginning of the year, 13% of pupils were able to skip with an individual skipping rope, this is now 89%. In September, pupils were able to jog for a minimum of 1 minute with no stopping, this is now 7 minutes.</p> <p>The percentage of children working at age related expectations or above has risen in the following subjects that are taught on an afternoon and therefore benefitted from active break: PE – 79% to 81%, Science – 72% to 76%, History – 69% - 74%, Geography – 71% to 74%.</p> <p>Pupil voice has shown positive feedback including “I love skipping because it helps me get fit,” “I like jogging because it makes me happy and strong,” “When we finish active break I feel happy and strong.”</p> <p>Lesson observations have shown that teaching in PE is good and teachers have acted on next steps. Feedback from coaches delivering CPD has been positive and they have seen an improvement in teacher’s knowledge when observing their teaching. The number of pupils working at age related expectations or above in PE has increased.</p> <p>The curriculum and progression of knowledge and skills document has been updated, there is now more of a balance between dance and games with more time for children to master fundamental movement skills.</p> <p>Monitoring of which pupils participated in competitions and targeted pupil groups so that all pupils benefitted from this.</p> <p>Lesson observations have shown that pupils have benefitted from appropriate high-quality resources.</p>