

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?
Children were visited by an athlete who had represented GB at the Paralympics.	The children who were spoken to about this event loved it and they found him very inspiring. They were so impressed with him and in a pupil voice the children said that they are more likely to start a sport that they had never done before.	There was not enough sporting after school clubs on offer for all children to access.	There were only after school clubs 2 days a week for KS2 children delivered by the sports coach. Therefore not enough range or access for all KS2 children.
KS1 Children have taken part in many different sports in a variety of different games and activities with external coaches.	Children in KS1 stated that they enjoyed these activities (pupil voice and observations) Children from the lowest 20% of children suggested that they enjoyed these sessions. Many children suggested that they would take part in sport outside of school after taking part in these sessions.	There were no after school clubs on offer for KS1 children.	No KS1 children were offered access to after school clubs last academic year. No letters were sent out and no activities arranged.

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>*Increased confidence, knowledge and skills of all staff in teaching PE and sport. (Key indicator 1)</p> <p>*To raise the profile of PE, Sports and after school club access across the school. (key indicator 3)</p> <p>*Increase the number of after school clubs on offer across the school. (Key indicator 4)</p> <p>*Increase participation in intra school competitions. *Children to participate, gain experience and confidence in competing in sporting competitions against other schools. (Key indicator 5)</p>	<p>*PE Lead and Sports coach to attend PLT networks through the academic year. *PE Lead to feedback relevant staff CPD during staff meetings.</p> <p>*Children to have access to after school clubs. *Have KS2 play leaders to support KS1 to encourage & support all children with being physically active for 30mins a day. *Entering competitions and experience of competing against other schools. *Game Changers and Play leaders to help promote PE and Sports across the school by being excellent role-models, wearing their hoodies and t-shirts, attending/participating in sporting assemblies. *Implementation of OPAL across the whole school. Offering a varied range of activities to raise the profile of PE and sports and encourage less active, less confident children.</p> <p>*Miss Mather to run after school clubs Monday- Thursday (Tuesday Target Girls football for KS2). *Edstart to deliver after school clubs (2 days a week) for KS1 and KS2 starting from Spring Term1 to the end of the academic year. *Mike from Ashton Curzon to deliver football after school club for KS2 boys. *Will need an additional member of staff in Summer Term to help deliver SEND after school club</p> <p>*Enter as many competitions as possible through 'School Sports Partnership'. *Letters sent to parents. *Additional staff needed to accompany PE lead and children to competitions for adult-child ratio and transportation in the school minibus.</p>

Intended actions for 2024/26

*To encourage and provide opportunities for SEND children to participate in physical activity and sports.
 *To build the confidence, skills and participation of SEND children in physical activity and sport.
 *To give SEND children opportunities and experience to compete against other schools in physical activity and sport. **(Key indicators 2,3,4&5)**

*To offer a range of sorting after school clubs (cycling, gymnastics, rounders, football, tag rugby, hockey, dodgeball, multi-sports/ multi-activities).
(Key indicator 4)

*All children engaged in 30mins of physical activity every day during lunchtimes.
(Key indicator 2,3&4)

*To increase the number of girls attending after school clubs, competition and increase confidence and skills.

*Miss Mather (+additional staff member) to deliver after school club in the summer term for SEND children.

*Enter SEND competitions through 'School Sports Partnership'.

*Additional staff member to accompany and transport (using school minibus) PE lead to SEND competitions during the school day. Supply needed to cover PE lead's class.

*Implementation of OPAL across the whole school-specific resources for SEND children so they have access to these activities at lunchtimes.

*Sports coach, links with Ashton Curzon FC and external coaches hired to deliver after school clubs.

*Keep a weekly register.

*Letters to parents to confirm attendance.

*Implementation of OPAL across the whole school. Additional resources and equipment to be purchased to encourage active dinner times (balls, sit on skate boards, bikes, scooters, helmets, sand pit, sand, cones, balls, hoops, beanbags etc.....).

*Football after school club for girls in KS2. Each year group targeted every half term.

*Attend girls only competitions through SSP

*Girls engaging in physical activity across the school during breaktimes and lunchtimes through an array of activities and resources on offer (scooters, skipping ropes, hoops, bikes, sand pit, ride on skateboards).

* Organise ET7 whole school assembly and x2 year groups (Year 4 and 5) girls only workshops.

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>*Children have access to a range of after school clubs each week (Monday to Thursday) throughout the academic year.</p> <p>*More children attending competitions and getting the experience of competing against other schools.</p> <p>*More children are physically active for 30mins every day at playtimes and dinnertimes.</p>	<p>*Children's reply slips for each after school club.</p> <p>*All after school clubs well attended and there is a possible waiting list.</p> <p>*Feedback about after school clubs from children.</p> <p>*Children continuing to return to after school club each week and each term.</p> <p>*An increase in the number of children attending after school clubs from the previous year.</p> <p>*School will enter as many competitions as possible. PE Lead and sports coach taking children to various competitions after school throughout the academic year.</p> <p>*Confirmation receipts from SGO for each competition entered.</p> <p>*Letters to parents and confirmation reply slips that children can attend competitions.</p> <p>*Certificates represented to children in assembly for their participation in competitions and representing the school.</p> <p>*Photos/videos of children's attendance at competitions (school TV).</p> <p>*Children are engaged in 30mins of physical activity every day.</p> <p>*Children are enjoying the activities on offer everyday at playtimes and dinnertimes.</p> <p>*Behaviour has improved across the school and children are more engaged during afternoon lessons.</p> <p>*Children were so enthusiastic to take part in physical activities during lunchtimes that they were not eating all their lunch. A new system had to be implemented at lunchtimes whereby they had to ask a lunchtime supervisor before they could go play outside.</p> <p>*Children have a variety of physical activities they can choose from.</p> <p>*Videos and photos of children engaging in physical activity at lunchtime (school TV).</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>*The number of after school clubs on offer has increased for KS1 and KS2 from the previous year. School offers 7 after school clubs on offer.</p>	<p>*After school clubs on offer Monday to Thursday. Monday after school club- Miss Mather (sports coach) Tuesday after school clubs- Football coach from Ashton Curzon FC and Miss Mather. Wednesday after school clubs- Jake from Edstart and Miss Mather Thursday after school clubs- Jake from Edstart and Miss Mather</p>
<p>*The number of children attending after school clubs has increased from the previous year.</p>	<p>*180 KS2 children attended after school clubs throughout the academic year. *60 KS1 children attended after school clubs that didn't in the previous year. *There was a waiting list for the following after school clubs; KS1 cycling, KS2 girls and boys football and KS2 gymnastics. *Children enthusiastic to represent the school in competitions.</p>
<p>*The introduction of additional activities and resources has had a positive impact on children's daily engagement in physical activities at playtime and lunchtimes for 30mins each day.</p>	<p>*All children engaged in an activity everyday for 30mins. *Children are happy, enthusiastic and have a more positive attitude to physical activities. *Children's enjoyment captured in photos and videos then shared on the school TV. *Children and parents engaging together in physical activity during parent workshops. *KS1 children thoroughly enjoy riding the scooters, bikes and balance bikes during playtimes and dinnertimes. *The cycling after school club offered to KS1 was very popular and had a waiting list due to the fact that children were riding bikes and scooters during playtimes and dinnertimes.</p>