

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>Training</p> <ul style="list-style-type: none"> Increased confidence, knowledge and skills of staff planning and delivering dance curriculum to all age groups. New staff leading Fizzy Club/sensory circuits. Pupils and staff completed Play Leader training. <p>Participation</p> <ul style="list-style-type: none"> Increased leadership and participation at lunchtimes Sport specific coaching sessions introduced <p>Competition</p> <ul style="list-style-type: none"> Pupils attending competing in a wide range of festivals and tournaments. 	<ul style="list-style-type: none"> Regular drop ins to lessons and the observation of the final performances for a range of year groups. Monitoring of sessions and tracking pupil progress termly. Pupils achieving at all levels of the Fizzy Programme and some children exiting the programme. Teachers requesting pupils to attend to support learning back in class. The range of activities observed at lunchtimes. Pre-selection lunchtime coaching prior to tournaments attended by many pupils. Competition opportunities extended to all KS2 pupils. Years 3-6 all took part in an event with the exception of pupils on part time timetable. 	<ul style="list-style-type: none"> Playground table tennis equipment not purchased although other resources were chosen. We had a large number of lost, broken or out-dated games equipment/resources. 	<ul style="list-style-type: none"> We did not have the capacity to run Healthy School week and the related activities. Need to link to the whole school development plan/school calendar for whole school participation. Table tennis equipment selected through pupil voice was out of stock. School council purchased alternative equipment.

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>High quality provision Audit of equipment and accessibility for pupils; we hope this will lead to sports leaders taking a greater responsibility for the resources available.</p> <p>Increase confidence, knowledge and skills of all staff in teaching PE and sport Training of new staff to maintain high quality provision.</p> <p>Developing Outdoor and Adventurous curriculum to support implementation and progression across each year group.</p> <p>Review of safe practice in all PESSPA.</p> <p>Profile of PE and sport is raised across the school as a tool for whole school improvement/Engagement of all pupils in regular physical activity. Healthy Schools week event to promote the benefits of PESSPA to mind, body, attendance and academic achievement.</p> <p>Increased participation in competitive sport Sustain the level of competition entries open to all KS2 pupils. Extend competition opportunities to KS1. Offer competition ladders in OSHL; badges in gymnastics and performances for parents in dance.</p>	<p>Audit of equipment in line with new curriculum progression. New necessary equipment costed and purchased including improved storage. Accessibility and labelling of storage for both curriculum and lunch and play times.</p> <p>New teachers brought up to date with curriculum progression, orientation of long-term planning and related resources. Training and monitoring time for PE co-ordinator. New support staff to have training for before school and lunchtime playleaders.</p> <p>Sharing of OAA workshop ideas from 2024 Cambridgeshire PE conference. Training of new staff. Incorporate activities into Professional Development Day for staff well-being. Purchase equipment to support SEND children to access OAA.</p> <p>Summary of changes to Safe Practice in Physical Education from AfPE shared with all Drop in to lessons and clubs. PE co-ordinator to update risk assessments. A list of agreed rules for use of equipment at lunchtimes.</p> <p>Staff meeting time for planning, resources and shared purpose. Meeting time with school cook. Change to school policy and practice around sweets.</p> <p>Book competitions on HSSP Calendar to include School Games events. Planned opportunities with parents for performances within school and during OSHL. Sign posting to local sport specific coaching opportunities.</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>Completed audit of equipment. New necessary equipment costed and purchased. Improved storage and accessibility for all users. Accessibility and labelling of storage for both curriculum and lunch and play times.</p> <p>Consistency of staff in PE curriculum delivery and the use of long-term planning and resources, as well as competition and performances. High quality PESSPA for all of our pupils. All staff to equipped to deliver high quality activities before school and at lunchtimes.</p> <p>Whole school approach to healthy schools week and recognition of the value of a physical, social and mental, healthy and active lifestyle. To educate pupils in healthy eating choices. Partnership encouraging parental support around healthy eating choices.</p> <p>Sharing of OAA workshop ideas from 2024 Cambridgeshire PE conference. Training of new staff. Incorporate activities into Professional Development Day to provide well-being for staff. Purchase equipment to support SEND children to access OAA.</p> <p>Summary of changes to Safe Practice in Physical Education from AfPE shared with all Drop in to lessons and clubs. PE co-ordinator to update risk assessments. A list of agreed rules for use of equipment at lunchtimes.</p>	<p>Full complement of equipment is in place to teach the long-term planning and progression for PE for every child. Teachers, playleaders and children can identify, select and use a wider range of equipment for PESSPA. Photographs of full equipment list linked to each sport so that bags/boxes can be returned as complete sets.</p> <p>Training slides. Staff knowledge for lesson delivery. Observations. Pupil voice in response to lessons and OSHL.</p> <p>Completion of Healthy Schools Week activity and related photographs. Pupils aware of the benefits of life long exercise in pupil voice. Healthy eating habits in lunchboxes and school dinners. Cessation of birthday sweets information in school welcome pack.</p> <p>Training slides. Monitoring through drop ins. End of unit assessments. Non-threatening insight into OAA for all staff. Links to mental health and well-being. Full access to a range of activities.</p> <p>Risk assessments approved and adopted as whole school practice. All staff have access to safe practice guidance by AfPE. Governor minutes and ratification of policy and related risk assessments. Children are clear about safe practice at lunchtimes in pupil voice.</p>

Actual impact/sustainability and supporting evidence

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