

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?
Budget allocated to allow for replenishment of PE equipment for core sporting areas of the school curriculum e.g. Netball, football	Improved social behaviours and interactions Lessons able to be taught using the correct equipment, with enough resources for each child to fully engage in their learning	Opportunities for staff development through coaching were limited Play support Some NOSSP and SGO opportunities missed	Coaches at premier sports were training their own coaches and had little time to support our staff. Record of events not attended, Level 1 intra-school competitions could have been provided, but weren't
CPD for staff provided by Premier sports	Staff were able to observe and co-teach lessons with professional coaches	Some level 2 competitions not attended that could have been Sport engagement and provision remained focused on children who already engaged well with sport, particularly in upper KS2	Children who were less inclined to participate in sport did not increase participation
NOSSP affiliation	Children provided opportunities to attend level 2 inter-school competitions through cluster events. Children who attended all provided positive feedback on the experiences Opportunities for support from SGO were provided	Provision for hard to reach or less engaged groups were not a priority	

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • NOSSP Affiliation to allow continued access to SGO support and Level 2/Level 3 competitions • Link with The Cooper School (TCS) Cluster SGO to provide 4 days of supported games provision for KS2 in T1 Rugby, Lacrosse, Handball and Frisbee to provide access to less well-known sports. • Level 2 and Level 3 events timetabled in at the beginning of the school year • Provide play equipment and play leader training for supporting KS1 playtimes • Order portable sound system to provide active play dance sessions on KS1 and KS2 playgrounds • Research and subscribe to a suitable CPD engaged lesson provision service to support less confident teachers in providing high quality PE lessons • Budget allocated for replenishing and enhancing equipment to aid in provision of a wider range of sporting activities during PE and extra-curricular sessions 	<ul style="list-style-type: none"> • Sessions booked for TCS sessions 10th October, 6th March, 24th April and 19th June • PE lead will ensure events are signed up for and attended as soon as they are available • Funding to be used to provide transport for children to attend level 3 events • December 2024 – Play Leader Applications to be submitted to PE Lead, January 2025 play leaders and play equipment to be available on KS1 playground • November 2024 – Lunchtime supervisors and 2 TAs attended training with SGO to provide play leader support. • Order portable sound equipment and 1 day per week for each playground to be nominated as a dance day • Complete PE, a YST backed service, has been signed up to and all staff provided access from September 2024. All staff were provided with initial INSET training on how to use the website and lessons effectively. • PE Lead to create an equipment audit in school and order to renew and replenish current stock as required

Intended actions for 2024/25

- EVOLVE visits signed up to in order to assist the ease of, improve record keeping and ensure compliance with current standards for educational and sporting trips
- Provide EYFS active equipment to encourage early uptake in healthy lifestyles, being active and improving ABC's e.g. balance bikes, trikes etc
- To link to a wider school aim of improving handwriting, we intend to make use of the Corefulness Program <https://corefulness.com/nursery-and-schools/>
- Aim to increase the profile and awareness of the need to be healthy and active with all children in the school.
- PE Lead to review equipment required for introducing new sports e.g. Handball, Frisbee, Speedminton and Wallball
- EVC to attend training and rollout with staff to aid the ease of attending level 2 and level 3 events
- Order EYFS equipment by Feb 2025 to allow children to use Spring term
- Corefulness is designed to support children with developing reflexes and movements they should be able to complete engaging their core, often found missing in children who's handwriting is poor. It should work as a handwriting intervention as well as a whole class movement improver.
- Corefulness will be implemented for 4 minutes at the beginning of the day and beginning of the afternoon session. They also have access to target support movements that can be completed for children with SEND.
- PE Lead and EYFS TA to investigate Healthy Movers to support improved physical activity in the early years.
- Sports Activator sessions engaged with; mental health sessions with year 5, afterschool sport with year 3/4 and early years sessions with Nursery in the summer term.

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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?
<ul style="list-style-type: none"> • Improved awareness of the benefits of an active healthy lifestyle • All children will be engaged in 2 hours of high quality PE learning each week • Increased participation in a broader range of sports and activities. • Broader experience of a range of equipment and activities. • Increased participation in extra-curricular activities • Increased participation in competition opportunities in the wider community (through NOSPP calendared events, liaising with local schools, football team leagues etc) • Ensuring all children have opportunities to experience competition/festivals and they enjoy and succeed at this. • Improved confidence of staff in teaching PE lessons through targeted and more general INSET support • Children engaged in increased activity as well as leading activities for others through play leaders/sports leadership/leadership lessons in year 6. 	<ul style="list-style-type: none"> • Staff and pupil questionnaires to be completed at the beginning and end of year • Timetables, learning walks and observations • Curriculum coverage documents and records of extra-curricular activities undertaken should provide evidence of opportunities for children to be active including experiencing a wide range of sporting activities. • Records kept of children’s attendance at events and PE lead will analyse data to ensure targeted groups are participating • Level 1 Intra school events to provide competition experience for all children evidenced through photos/ write ups from the children/for newsletters

Actual impact/sustainability and supporting evidence

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