

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 previous spending.

What went well?	How do you know?	What didn't go well?	How do you know?
Increase the provision for identified pupils whom are low-achievers in sport and PE for a variety of reasons. To maintain interest, the PE Co-Ordinator is constantly striving to include a wider variety of sporting opportunities for the children to complete throughout the year.	This has had a positive impact on all those children who completed the sessions. They liked the smaller groups and their self-esteem and ability improved over the year. This has been very successful and so I have secured additional funding to role this out for an additional 3 hours next year (2024-2025). Also, over the year we have noticed that those children with very low esteem enjoyed being Coach Owen/Dan or Rob's helper. By helping Coach Owen/Dan/Rob their stamina, listening skills and confidence have improved. This has led to them being more confident in their class PE sessions. The most popular PE sessions this year are those which involve unfamiliar sports. Eg Lacrosse, Fencing, Judo, Kinball etc.	To introduce Kinball into our PE sessions.	All the children really enjoyed all these sessions, however the one thing which proved most problematic was that the kinball ball kept deflating. This is one sport which I might not do next year for this reason.

Intended actions for 2024/25

Vision and Strategic Goals

Vision:

To inspire all children to embrace physical activity and enjoy lifelong participation in sport, while developing key skills, confidence, and knowledge to lead active and healthy lifestyles.

Strategic Goals:

- 1. **Increase Participation:** Ensure all pupils are regularly engaged in physical activities.
- 2. **Promote Health and Well-being:** Foster a healthy school environment to enhance the physical, social, and emotional well-being of pupils.
- 3. **Enhance Staff Skills:** Train staff to deliver high-quality PE lessons and encourage active learning.
- 4. **Improve Equipment and Facilities:** Invest in resources and facilities to enable diverse, safe, and enjoyable physical activities.
- 5. **Broaden Sporting Opportunities:** Provide varied extracurricular sports activities and opportunities for competitive sports.

What are your plans for 2024/25?		How are you going to action and achieve these plans?		
Intent		Implementation		
Objective	Actions	Funding Allocation	Expected Outcome	Impact Measurement
1. Enhance Quality of PE	- Train staff in delivering PE sessions.		Teachers confidently delivering high-quality PE lessons. Teachers trained in delivering a wider range/variety of sports.	Staff feedback, lesson observations

Intended actions for 2024/25

	- Employ specialist coaches for specific sports (e.g., gymnastics, Street Dance, basketball).	Funtime 27% Dare to Dream 22%	Pupils gain skills and enjoyment in a wider range of sports delivered by experienced coaches.	Pupil engagement, skill assessments
2. Increase Physical Activity	Implement daily physical activity initiatives (e.g., daily mile, active breaks).	None required 	More physical activity incorporated into the school day. Eg All children will try to complete the daily mile at least twice a week, especially on those days that they are not completing a PE session or a session at Forest School. The daily mile is being completed whenever the weather permits when a class doesn't have a PE session that day.	Tracking pupil participation
	- Organize lunchtime/after-school sports clubs.	Funtime - 9% Dare to Dream - 5%	Sports coaches deliver additional sporting sessions for children at lunch and break. Increased participation in physical activities outside PE lessons. Eg Sports clubs after school have been offered to all children twice a week.	Attendance in clubs, student surveys

Intended actions for 2024/25

3. Improve Equipment	- Purchase new PE equipment and update existing resources.	12%	Quality, diverse equipment available for varied PE activities.	Equipment inventory and usage reports
4. Broaden Sporting Opportunities  	- Establish partnerships with local sports clubs and organizations.	Fencing/Judo 6% 	Pupils have opportunities for competitive sports and skill development.	Tracking student involvement in sports events
	- Fund trips to sports competitions and inter-school events.	Supply Costs for teachers to take groups. 8% There have been no transport costs this year despite us attending more sporting competitions due to parental support.	Pupils experience competitive sports and team-building experiences. Pupils will attend a greater number of sporting competitions. Eg netball, football, gymnastics, dodgeball etc.	Participation data, feedback from students
5. Support Inclusion in PE	- Provide adapted equipment and	Dare to dream 4%	Inclusive PE lessons where all pupils feel comfortable and can participate.	Observations, feedback from students and parents

Intended actions for 2024/25

	sessions for students with SEND.		Dare to Dream have run small sessions with SEND children as an addition to their PE sessions to build their stamina, self-esteem and ability.	
6. Promote Healthy Living 	Physical life skills promoted at school and ensure all children have access to physical skills that can be transferred to life outside school.	This has been funded from the school budget and no money from the sport premium has been used to allow the children access this programme.	Increased awareness and understanding of healthy lifestyle choices among students and families. Children in Y6 will complete the bikeability programme and be allowed to bring their bikes into school after the programme has finished.	The children will achieve a certificate if they pass the course.
	All pupils can engage with sport on a regular basis, with a particular focus upon the development of swimming skills.	All swimming costs are met by the school budget and NOT by the Sports Premium. This is an ongoing cost.	Ensure all children (with physical capability) can swim by the end of KS2 - including self-rescue and confident swimming of multiple lengths Monitor quality of teaching in swimming sessions. Create and maintain records of swimming outcomes to ensure pickup sessions in Y5 and 6 are purposeful if finances allow.	All children in Year 4 will complete swimming lessons.
	We have collaborate with the Youth and	6%	This will not only improve the pupil physical ability, but will develop their	This program has been extremely successful in

Intended actions for 2024/25

	Community Engagement Charity at Burrs (Sunnywood Project) to provide active lifestyle guidance for individual pupils.		self-esteem and confidence.	improving the pupil's physical ability, his confidence and self-esteem. Also, the parental engagement has been very successful.
		Total Cost - £20,430		

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?
Sustainability and Next Steps Capacity Building: Continuous professional development for staff ensures that high-quality PE lessons continue even after funding ends. Increased Student Participation in Competitive Sports: Establish and develop greater links with other schools to develop increased opportunities for the children to participate in sporting competitions. Community Involvement: Engage local sports organizations and parents to foster a community-centered approach to active living. - Invite local sport clubs into school assemblies to promote this.	Review and Evaluation Scheduled Reviews: Termly Evaluation Methodology: Staff and pupil surveys, attendance records, activity participation tracking, and observation notes. Parental information– All sporting achievements will be included in the weekly school newsletter and a termly evaluation of sporting achievements will be sent to the parents at the end of each term.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. Increase Participation: All children at All Saints from Y1 -Y6 complete two hours of high-quality PE sessions in a wide variety of sports. 2. Increased Student Participation in Competitive Sports: This year our school sports teams have completed in a wide variety of sporting events. Regular girls and boys football tournaments, a netball league with other local schools, a gymnastic competition, a dodgeball competition etc. 3. Broaden Sporting Opportunities: We have provided a varied extracurricular sports activity for all children from FS 2 – Y6. These clubs have been extremely popular with all children. Every child in school has been given an opportunity to attend a sporting club. 4. Improve Equipment and Facilities: We have invested in resources to enable the staff to deliver a diverse selection of sports to stimulate physical activities.	Yearly timetables/termly timetables Observations and evaluations. A list of the tournaments the children have attended and the number of games the children have played over the term. A list of children who have attended the clubs.

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	93%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	

Actual impact/sustainability and supporting evidence

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	72%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

The Secretary of State **does not** consider the following expenditure as falling within the scope of additional or sustainable improvement:

- capital expenditure (except for goods within the de minimis value for purchases set by the school)
- employing coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements. This should be funded from a school's core staffing budgets
- staff salaries, for example using your premium funding allocation to employ someone whose role is to specifically administer the PE and sport premium, or to use your entire funding allocation to employ someone that is responsible for arranging and running PE, sport or activity sessions. This would not be viewed as sustainable
- to teach the existing PE curriculum (or, in the case of academies, to teach the existing PE curriculum)– apart from top-up swimming lessons after pupils' completion of core lessons. Teaching of the curriculum should be funded through a school's core funding.
- the purchase of services that will be delivered or/used in following academic years (this includes the payment of invoices/subscriptions in advance)
- the purchase of staff or pupil PE kit