

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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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?
Top-up swimming	Excellent progress of children previously not reaching N.C. requirements and introduced every child from EYFS-Y6 to water safety and swimming.	Knowledge and staff confidence of a few individuals re. gymnastics, dance and SEND in P.E.	Staff confidence questionnaires and discussions between staff members and subject lead.
P.E. and sporting engagement	Increased participation in clubs, more engaging P.E. lessons, high engagement in intra-school competitions, themed days like the Outdoor Learning Day was incredibly positive. Pupil voice, parental feedback and staff feedback.		
EYFS physical development resourcing and interventions	Huge success rate with the balanceability programme being implemented to improve gross motor and coordination. Children have more ready access to fine-motor and P.E. specific equipment in continuous provision meaning more opportunities and led to increased progress in physical development data.		
Improved implementation of character values within P.E. lessons used as a tool to drive whole-school improvement and improve children's capacity to learn across the curriculum.	The vast opportunities provided to tackle challenges and overcome fears to build courage, resilience and determination. Through pupil voice, the children recall these events and can explain how they helped them positively improve. Character values applied to every P.E. lesson as part of P.E. Passport scheme's planning.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Continue to improve the children's understanding of healthy lifestyle choices including regular exercise and healthy food.	Create further provision for children to access fruit and vegetables and equipment for them to understand how to prepare this independently. Purchase resources to cut, chop and peel fruit and purchase fruit and vegetables to allow free healthy food choices for KS2 children.
Provide gymnastics and dance CPD for specific staff members identified as low confidence and knowledge of the gymnastics curriculum in their year group.	Subject lead to support staff with P.E. Passport scheme, P.E. lead to support in-house and P.E. lead to seek gymnastics and dance CPD from external providers, possibly other leading teachers so lessons can be modelled. P.E. lead to review gymnastics scheme and resourcing.
Improve resourcing for SEND P.E. within the curriculum and provide support and CPD for staff to use this equipment and adapt planning to support children with SEND within the curriculum.	Subject leader to attend CPD session on inclusive P.E. and feed this back to staff as a CPD session to improve knowledge and confidence. Subject lead will purchase any resources and adapt the school's curriculum where relevant.
Increase participation and access for all children to compete in structured, healthy sporting competition either as inter-school or intra-school competition.	Increased attendance at inter-school competitions and increased intra-house sports competitions organised half-termly within school for all year groups. Payment to enter the Carr Hill competitions cluster and further planning ahead to ensure attendance at as many inter school competitions as possible.
Continue to improve the resourcing, CPD and interventions for EYFS to tackle the very low physical development ability on entry to school.	Discussions held between SLT, subject lead and EYFS staff to plan and purchase further resources, plan CPD and ensure intervention programmes can be effectively implemented. Continue and build on the Balanceability programme rolling out to Year 1 also, explore intervention schemes like Drawing Club and improve resourcing for fine and gross motor skills within the inside and outdoor provision.
Provide top-up swimming for children in Years 4-6 who have not yet met the National Curriculum requirement.	Subject lead to plan top-up swimming from the most suitable venue or provider. In conjunction with SLT, implement to best target the children that have not yet met the National Curriculum minimum requirements.

Intended actions for 2024/26

Increased engagement in P.E. lessons and extra-curricular sports clubs and an improved opinion and engagement level of all children towards P.E. and sport.	Increased opportunities for variety within curriculum, enrichment and extra-curricular. Further providers to be brought in that can offer new clubs like dodgeball, archery and yoga. Themed days accessing OAA activities not otherwise possible like climbing, caving for another outdoor day, mindfulness day and others planned. Increased focus on healthy living and the importance to educate children as to why they should engage. Increased variety within curriculum P.E. and further resourcing to support this. Increased opportunities for participation in competition made fun via variety as intra or inter school like glow dodgeball, dance festival, world cup football tournaments etc.
Use P.E. as a tool to drive whole-school improvement and wider skills such as team-work, communication, resilience, patience and determination which will support children's learning across the curriculum.	Purchase and use of P.E. Passport scheme which incorporates character value focuses into each lesson. C.P.D. led by subject leader on incorporating character values into P.E. lessons and C.P.D. on O.A.A. games designed to improve communication, resilience and team work. Increased opportunity for all children to take part in organised, healthy competition with half termly intra-school competitions organised for every child in school.

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?
Improved pupil opinion of P.E. and maintaining an active, healthy lifestyle.	Pupil opinions through pupil voice questionnaires and discussions. Engagement and enthusiasm in lessons, engagement in extra curricular clubs observed.
Improved access and engagement for all children to participate in, engage and enjoy P.E, competitions and sport.	Engagement levels of enrichment opportunities planned. Engagement levels and quality of lessons of children in curriculum P.E. through observation. Higher numbers of children signing up and attending extra-curricular clubs able to be tracked on registers. Subject leader plans and SSP log for activities, enrichment and extra-curricular clubs planned.
Improved ability, coordination and motor skills for EYFS and KS1 children. Stronger fundamental movement skills assessments and Early Years physical development data.	EYFS baseline data for gross motor, fine motor and writing compared with end data assessed by EYFS teacher. Balanceability assessments for children in Year 1 and EYFS who all do 8-10 Balanceability intervention sessions. FMS baseline assessment in Y1 compared to assessment data at end of Y1 and Y2.
Improved water confidence and water safety knowledge of all children through every class in school having access to a pop-up pool. Improved data and numbers of children that can meet the minimum National Curriculum requirements in Year 4-6 after intensive catch up sessions for targeted children.	All children observed and monitored throughout sessions with engagement levels passed on to subject lead. All children taught water safety to age related standard. All children in Year 4-6 assessed against the minimum National Curriculum standards throughout the two weeks of the pop-up pool and this data will be analysed against the curriculum swimming data.
Children have more opportunities to apply their skills learnt in P.E. lessons to competitive scenarios and competitive events in a range of different sports. This will be sustainable as intra-house competitions now run in-house by school staff after subject lead's extensive training and support.	Higher number of inter-school competitions entered. A wider number of children targeted from a range of year groups. Participation of all children from years Rec-6 in the 6 intra-school competitions planned and organised by the subject lead.

Expected impact and sustainability will be achieved

Children will make good age-related progress through well planned, well-resourced and well taught lessons. These learning sequences are effectively assessed to monitor performance and progress.	Rigorous P.E. Passport scheme in place that has been chosen by the subject leader and training and support provided to ensure all staff are confident using this to plan and deliver curriculum P.E. Children's progress will be accurately assessed and this will be monitored by class teachers and the P.E. subject leader.
Improved resilience, patience, determination of children which will have a positive knock on effect on learning across the curriculum. Key life skills and character values that impact every child's capacity to learn will be embedded in every P.E. lesson to provide maximum exposure to and application of these skills.	Observed through child performance and application to learning across the curriculum. Pupil voice and evaluative teacher discussions with the subject lead.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
Greater offer of extra curricular activities planned and delivered for children across school, from Rec-Y6. Also greater participation and attendance at extra-curricular clubs this year.	Evidenced through extra-curricular plan devised and monitored by subject leader. Evidenced through the extra-curricular registers stored on Bromcom. EYFS children brought their learning from their 'Mindfulness' and Yoga club into their continuous provision without prompting and taught each other because they engaged and enjoyed it so much. This has led to a permanent 'mindfulness corner' being set up.
Much improved understanding of what a healthy lifestyle consists of and how to achieve this. The children have had ready access to fruit across KS2 and resources have been purchased to allow children to chop, peel, grate and cut food to build life skills and encourage eating fruit and vegetables. This knowledge has been applied to the wider curriculum, supporting aspects of learning in science and food technology.	Improved knowledge of the children evidenced through pupil voice regarding how to keep and maintain a healthy lifestyle. This knowledge will also be evident in assessment in science and food technology lessons.
Much improved progress and accelerated learning in EYFS with fundamental movement skills and ELG's for fine motor, gross motor and writing. This has given the children a fantastic base for physical development and will impact their progress and learning across the curriculum, as can be seen in their writing ELG. All Reception children made excellent progress during their Balanceability intervention, which every child accessed and passed, with most of them transferring these skills to riding a bike independently at home very soon after. Much improved provision and access for children in EYFS and Year 1 to engage with activities and interventions that will improve their FMS, coordination, fine motor and gross motor skills such as the creation of a 'strong wall' used daily as a supervised activity.	Professional dialogue and evaluative conversations between EYFS lead and P.E. subject lead. EYFS data from baseline and end of year assessments. <u>Baseline number of children achieving ELG:</u> Fine motor – 11 on track Gross motor – 22 on track Writing – 9 on track <u>End of year assessment number of children achieving ELG:</u> Fine motor – 27 on track Gross motor – 29 on track Writing – 26 on track
Improved application of and knowledge of character values evident from our children, within P.E. lessons and also being applied to the wider curriculum. Improved levels of patience, self-confidence, organisation and resilience build from experiences afforded by the Sports Premium, such as Outdoor Learning Day, Hothersall Lodge, competitions and enrichment activities.	Observations and formative assessments of children in P.E. lessons and within the wider curriculum. Pupil voice questionnaires and professional dialogue between teachers and the P.E. subject lead.

Actual impact/sustainability and supporting evidence

<p>Much improved child opinion of P.E. as a subject and engagement towards physical activity. Improved engagement in both P.E. lessons and in physical activity during break and lunch times.</p> <p>A wider variety of sports and activities offered as part of the curriculum and extra-curricular offer which has appealed to more children from different age ranges. The yoga activities, the individual sports and different team sports like boccia have allowed children of all confidence levels to engage and access sport and physical activity.</p>	<p>Improved engagement within P.E. lessons and break times monitored and observed by teachers and subject leader for P.E.</p> <p>Professional and evaluative conversations between staff and subject leader for P.E. Pupil voice survey suggests pupils from across school have a positive opinion towards P.E. lessons, are very positive about the opportunities and enrichment like Outdoor Learning Day and understand how these have helped them learn.</p>
<p>Improved staff confidence and knowledge through CPD. Our staff are our most vital resource and CPD in dance, gymnastics and SEND delivered, along with the relevant resources being purchased to effectively teach this, has much improved our staff's confidence and understanding to deliver high quality P.E. for the foreseeable future.</p> <p>Long term, our staff are more knowledgeable about how to adapt P.E. lessons to meet the needs of all learners and how to implement SEND specific sports like goalball and boccia to include learners with disabilities – an area staff previously had low confidence levels in.</p>	<p>Staff evaluative dialogue and professional conversations with the subject lead for P.E.</p> <p>Shared delivery of gymnastics and dance with leading professionals and modelled with current class to provide age-related exemplification / CPD for future teaching. School Games plans sourced, and PE Passport plans adapted for long term sustainability and inclusivity.</p> <p>High-quality resourcing ensures long-term sustainability of teaching these aspects effectively.</p>
<p>Top up swimming provided intensive interventions for focus children who had previously not met the National Curriculum minimum requirements. This led to excellent improvements in water confidence and allowed many more children to meet expected standards of water safety / self-rescue and the ability to swim 25m unaided.</p> <p>An incredible level of engagement and buzz from the whole school being able to access the pop-up pool multiple times over the two-week period. Children from Reception through to year 6 grew in water confidence and their swimming abilities. An intensive 5-day extra-curricular class was put on for 12 children in Year 2 and 3 who had not previously accessed swimming lessons in or out of school, with these children making remarkable progress.</p>	<p>A heavy focus on water safety and self-rescue led to only 2 children out of 90 assessed from Y4-6 NOT being able to perform self-rescue.</p> <p>Before the top-up lessons, 17 children out of 90 children in Years 4, 5 and 6 were assessed as not meeting the minimum National Curriculum expectation of swimming 25m unaided. After intensive 'focus groups' for these 17 children in Y4,5 and 6, only 9 children out of 90 finished not being able to swim 25m unaided by the end of the top-up lessons.</p> <p>Engagement levels and water confidence data acquired through pupil voice, observations during top-up sessions by teachers and P.E. subject lead, assessments from expert swimming teachers and professional dialogue between P.E. subject lead, teachers and swimming teachers.</p>