

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>Whole School Enrichment Day – Winter PE Fair linked to the Winter Olympics. Children took part in teamwork activities and developed effective communication. Collaboration with wider schools/community (Freeman College) A wide variety of activities available ranging from speed stacking to star jumps.</p> <p>Subscription to the NEHSSP – Had a sports coach lead activities each lunchtime and assist with the teaching of PE lessons. Also provided after school clubs which children regularly attended. Intra Schools competition regularly attended (including speed stacking, netball, cross country)</p> <p>Implementing Get Set 4 PE curriculum and developing Progression of skills document.</p> <p>Equipment audit and purchased new equipment in line with the new curriculum map.</p> <p>Whole School Dance Days workshop – able to experience the dance outlining the culture of a country to support the school's 'International Week' – the performance was shared with parents at the end of half term.</p>	<p>Lots of positive comments from the Sports Leaders from Freeman College who helped lead the activities. Pupils all engaged and inspired to carry out various activities that would not have normally carried out. Chair of Governors attended and effectiveness was mentioned in PE governor visit report.</p> <p>Pupil voice reflected that a wide range of pupils engaged with the lunchtime activities on offer. Regular attendees to after school clubs – Arbor data supports this. Staff felt more confident in the delivery of PE lessons. Children built in confidence attending intra schools competition.</p> <p>At the start of the academic year, learning walk showed that staff were not following the intended curriculum plans. After leading staff meeting and feeding back from monitoring, staff are now teaching lessons in line with PE curriculum map. Progression document allows teachers to be aware of how to build on previous learning alongside extending learners further.</p> <p>Staff were fully equipped with the resources needed to deliver PE curriculum</p> <p>Lots of positive parent feedback. Pupil Voice.</p>	<p>Lack of after school clubs on offer to children.</p> <p>Lack of structure to lunch clubs. No monitoring/schedule of rotation of sports</p> <p>Lack of subject knowledge/confidence shown from PPA staff when covering PE</p> <p>Lack of Orienteering resources to support OAA unit. Lack of cross curricular links to PE.</p>	<p>From parent survey, parents thought there were a lack of after school clubs on offer to children. Headteacher contacted other local schools to compare offers.</p> <p>Pupil voice and observation from PE lead/SLT showed that Sports Coach was predominantly leading a football activity.</p> <p>When PPA cover fell on a PE day, the member of staff voiced that they were not confident in delivering the lesson.</p> <p>OAA was not being delivered. Lack of planning showed links to other subjects.</p>

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>Engagement with a variety of sporting events arranged by the NEHSSP</p> <p>To provide more opportunities for children to attend after school clubs</p> <p>To provide more structured lunchtime clubs for pupils</p> <p>To increase the subject knowledge/confidence of support staff when covering PE</p> <p>To ensure OAA units of teaching are carried out. To increase the amount of cross curricular links to PE across the curriculum.</p> <p>To improve our SEN offer within PE by providing sensory activities</p>	<p>Attend sporting events hosted by NEHSSP and liaise with the NEHSSP leaders. Ensure events are shared with staff and parents and highlighted on the school calendar. Share with admin staff to ensure transportation is organised where needed.</p> <p>PE lead to organise a range of staff run clubs. Funding would be used to purchase any additional resources where necessary. Pupils to share which clubs they would like to attend. To contact local clubs/organisers to see if they could come in to run clubs.</p> <p>PE lead and sports coach to put together a timetable of activities to be led at lunchtimes. This is to embed previous skills/knowledge, prepare for future events and expose children to new sports.</p> <p>Support staff/PPA teacher to attend PE sessions where led by Sports Coach. Increase Sports coach lessons to ensure pupils are exposed to the highest quality of PE teaching.</p> <p>Implement Cross curricular orienteering resource across the school. Carry out staff training and share with sports coach. Deliver OAA unit early in the academic year so that resources can be used in other subjects throughout the year.</p> <p>To liaise with SENCO on providing training to TAs on Sensory Circuit provision. Purchase required PE equipment. Monitor implementation.</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>Children to be exposed to a range of competitions/sporting events</p> <p>Our wider offer will be stronger. Pupils will have the opportunity to attend a range of clubs and also be inspired to join these clubs outside of school.</p> <p>More pupil participation during lunchtime. Children are more active during lunchtimes. Children learning and embedding a range of PE skills.</p> <p>Support staff/PPA cover will be more confident in their delivery of PE teaching. Pupils will be exposed to more consistent quality first teaching of PE.</p> <p>Pupil's knowledge of OAA will be increased. Children will be more active across the curriculum. Delivery of OAA will be consistent.</p> <p>SEN pupil's sensory needs will be met. School to provide a better offer of SEN.</p>	<p>Attendance of events and pupil voice</p> <p>Attendance registers to clubs. Parent survey feedback. Pupil Voice.</p> <p>Pupil Voice. Lunchtime observations. Increase in attainment, skills and knowledge.</p> <p>Lesson observations, pupil voice.</p> <p>Lesson planning to show cross curricular links to PE. Pupil Voice.</p> <p>Pupil voice. SEN monitoring</p>

Actual impact/sustainability and supporting evidence

What **impact/sustainability** have you seen?

What **evidence** do you have?