

# 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>To ensure a thorough and robust programme of CPD for Teachers.  <b>All teacher benefitted from the CPD offer and were able to take part in team teaching activities.</b></p> <p>To provide pupils with physical activity through outdoor learning, developing social and personal skills thorough team building activities.  <b>All pupils took part in Forest Schools and this was effectively linked to curriculum areas.</b></p> <p>Attending sporting events and festivals.  <b>An increasing number of pupils took part in activities, competitions and festivals that did the previous year</b></p>	<p>100% of teachers feel more confident in the sports that they have been trained in and feel that they could effectively teach these sports to pupils to a high standard.</p> <p>Pupil voice demonstrated increased social and personal skills. Children were able to work better as a team.</p> <p>Comparison of data. Pupil voice was very positive.</p>	<p>Although there was in increased after-school club offer, uptake wasn't strong. Pupil voice indicated that they wanted a wider variety of clubs and more unusual sporting events.</p> <p>Although Forest School was very popular, it would have been better to link more to OAA to help better cover this strand.</p>	<p>Pupil voice and uptake registers</p> <p>Feedback from teachers</p>

## Intended actions for 2024/25

What are your plans for 2024 /2025?	How are you going to action and achieve these plans?
Intent	Implementation
<p><b>Lunchtime &amp; Break</b>  <b>Key indicator: Engagement of all pupils in regular physical activity.</b>  <b>Estimate Spend £1500</b>            Allocate £1500 from the Sports Grant to the Sports Leaders for additional lunchtime activities. It's a well-known fact that children when occupied are better behaved. Whilst behaviour at school is good in general it is noticeable that issues, when they do happen, are at lunch/break. Not all children want to play football. It has also been identified that the younger children need to be fully involved and engaged. Whilst these children in the main are active the majority of the time, it's felt that they need some structure. We want children to have a choice. They can choose to play and exercise their fingers with playdoh. Or build on a small or large scale. They can dress up and run around pretending to be their favourite character and use their imaginations. Or join in with the organised sport activities and games.</p>	<p>Headteacher to speak to children and ask them to meet with their classes and gather ideas and suggestions. The Big Question: "What should break and lunchtime look like?"            PE Lead – Review suggestion and start to implement using allocated revenue.            Long term goal to be developed and introduced across two academic Years.            Meet with Lunchtime Leaders and School Business Manager to agree plan</p>
<p><b>CPD</b>  <b>Key indicator: Increased confidence, knowledge and skills of all staff in teaching PE Sports.</b>  <b>Estimated Spend £3500</b>            The PE Leader has identified certain sports that Teachers are less confident in.</p>	<p>Organise and timetable a PE specialist to visit school to improve Teachers' confidence in the areas that they are less confident in.            Ensure that Team Teaching opportunities are utilised well to improve their confidence an ensure they receive instant feedback</p>
<p><b>Personal Development</b>  <b>Key indicator: Increased confidence, knowledge and skills of all staff in teaching PE Sports</b>  <b>Estimated Spend £80</b>            Wakefield PE Conference</p>	<p><b>Personal Development</b>            Yorkshire Sport PE Conference – develop and enhance currently knowledge and skills.            Keep update with any changes or Government requirements</p>

## Intended actions for 2024/25

<p><b>Transport</b>  <b>Key indicator: Increased participation in competitive sport.</b>  <b>Estimated Spend £2500</b>          We feel that it's important that children are transported to events safely and as a team and to make it as easy as possible for parents to collect them.</p>	<p><b>Transport</b>          Book private coach hire</p>
<p><b>CPD/Experiences</b>  <b>Key Indicator: Broader experience of a range of sports and physical activities offered to all pupils.</b>  <b>Estimated Spend £6500</b>          Outdoor Adventurous Activities is an area of the curriculum that needs further developing. We have large school grounds and feel that these can be utilised to deliver an excellent offer for pupils.</p>	<p><b>CPD/Experiences</b>          Buy in a company that will be able to work with teachers to deliver OAA lessons to pupils within the school grounds</p>
<p><b>Extra Curriculum Activities</b>  <b>Key indicator: Broader experience of a range of sports and activities offered to all pupils</b>  <b>Estimated Spend £1600</b>          Give children different experiences to hopefully take up a sport or activity outside school hours and into adulthood. Hire experts in their field to lead certain afterschool clubs</p>	<p><b>Extra Curriculum Activities</b>          PE Specialist has a calendar of events, they also lead some sports afterschool clubs as does the whole teaching staff. Specialist experts booked and hired at the start of the academic year: Dance, Basketball, Golf and Tennis, Sports Leaders to meet with their classes and ask the Big Question. "What after school clubs would they like to see."</p>
<p><b>School Games Partnership and School Games Competitions, Tournaments and Festivals</b>  <b>Key indicators: Increased participation in competitive sport and to raise the profile of PE &amp; Sport across the whole school as a tool for whole school improvement.</b>  <b>Estimated Spend £2240</b>          To attend a wide variety of School Games Competitions, festivals and tournaments and celebrate success.          Hire specialist equipment and give the whole school access to use and enjoy it.          Develop, play, inspire and engage as per the School Games Mark. Clearly communicate the intent to parents and students.</p>	<p><b>School Games Partnership and School Games Competitions, Tournaments and Festivals</b>          Enter as many festival and Inclusion events giving the less able children the chance to represent the school and experience success.          Arrange SEND opportunities          Ensure the gifted and talented children are selected and identified and are given the chance to compete and progress to achieve their best performances.          Ensure all children are given the chance to compete in intra competition          All hired equipment is used to its full potential – no lost 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><b>Lunchtime &amp; Break</b> The intention is to make break and lunch joyous times of the day for the children and adults. Sports leaders and lunchtime supervisors to make sure that there is something for everyone, from team games to dancing with friends, dressing up, creative imaginative play or building in a construction area. These changes will become embedded and part of everyday life. It will ensure ALL children are active at break and lunch, especial benefiting the children with social and behavior difficulties.</p>	<p><b>Lunchtime &amp; Break</b> The benefits will be immense as children will be able to choose from a variety of activities which help them develop friendships and teamwork skills by working together to achieve a common goal. This will build resilience, decision making, calculated risk taking, self-regulation and independence skills the children will feel a sense of camaraderie and belonging as the activities will be inclusive and favour a variety of skill sets other than physical strength or speed.</p>
<p><b>CPD</b> Teachers will have increase confidence in sports that they are less comfortable in and pupils will receive a high-level quality of teaching in PE.</p>	<p><b>CPD</b> Pupil voice Teacher feedback</p>
<p><b>Transport</b> We feel that it's important that children are transported to events safely and as a team. We like to make it as easy and stressless as possible for parents to allow them to participate.</p>	<p><b>Transport</b> Invoice and booking forms</p>
<p><b>CPD/Experiences</b> All pupils have experienced OAA which has helped them to work better as a team and improve their resilience and confidence. The school grounds have been utilised well and teachers will know how they can do this in the future.</p>	<p><b>CPD/Experiences</b> Teacher feedback Pupil voice Planning</p>
<p><b>Extra Curriculum Activities</b> Children being offered a wide variety of opportunities to be able to thrive and hopefully develop links in the local community.</p>	<p><b>Extra Curriculum Activities</b> Maintain / increase the number of clubs and participation when compared to previous years. Increase the number of children attending more than one club. Monitor each individual child's attendance and participation, track all children and identified children that haven't participated to overcome potential issues.</p>

## Expected impact and sustainability will be achieved

### **School Games Partnership and Competitions, Tournaments and Festivals**

Gives children the opportunity to represent the school and reach their full potential no matter their ability. Children's self-belief, and confidence grows and they start to feel and adopt an 'I Can Do' attitude.

### **School Games Partnership and Competitions, Tournaments and Festivals**

Each individual child's extra curriculum activity including competitions. Festivals and tournaments are monitored and recorded and teachers are updated every half term.  
Pupil voice and teacher feedback  
Results of competitive competitions  
A new PE evidence folder has been created and pictures and videos are saved each week and filed under each lessons outcome so progression can be monitored.

## Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?