

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.

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 (2024-25) can swim competently, confidently and proficiently over a distance of at least 25 metres?	35%	A large number of children had not regularly, if at all, experienced swimming before. All Year 6 children attending school took part in some swimming in the year.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	35%	
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	Not done but is in consideration for the future.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Instructors at venue lead swimming sessions. Subject leader attended MAT CPD which included a session with Swim England.

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?
Children had more opportunities to be active at break and lunch times.	There is more equipment and markings on the playground that children are seen using.	We would like to increase the number of lunchtime staff who can facilitate outdoor activities.	Observations from lunchtime. Curriculum monitoring.
The school's curriculum has embedded and teachers are increasingly confident teaching PE.	Teacher feedback and lesson observations. Children enjoy PE and take part in a range of activities.	Additional equipment is needed to provide new opportunities (above the standard curriculum) in gym and dance.	Teacher feedback.
More children took part in after school clubs.	External moderation with Real PE.	We would like to further encourage children to take part in extra curricular activities, including at breakfast club, lunchtimes and after school.	
A range of children were able to take part in competitive fixtures.	Children from groups, including SEND, PP and girls have taken part in fixtures.		

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"> • Use monitoring to provide CPD to staff. • Increase activity at lunchtime by having staff facilitate active games. • Provide opportunities for internal and external competitive fixtures. • Provide opportunities for all pupils, including those from disadvantage, to participate in extracurricular physical activity and sport. • Provide additional opportunities by adding resources to gym and dance sessions. 	<ul style="list-style-type: none"> • Use partnership with Real PE to assist with monitoring and provision of feedback and staff CPD. • Use partnership with school sports partnership and other schools in the trust to assist subject leader CPD and provide opportunities for fixtures against other schools. • Add additional staff to coach activities at lunchtimes. • Subsidise payments to allow children to participate in extracurricular clubs. • Add resources to enhance PE and sport offer.

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"> ● Children will have increased participation in physical activity. ● Staff will have increased confidence when delivering the PE curriculum. ● The school will be able to offer further opportunities beyond the national curriculum for participation in physical activity. 	<ul style="list-style-type: none"> ● Monitoring carried out in partnership with Real PE provided positive feedback about lessons. ● There are a range of pupils participating in football and multisport clubs. ● There are increased numbers of children taking part in physical activity at lunchtime.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none">• Additional staff are able to facilitate activities at lunchtimes such as football and den building.• Children have been able to use the forest school area for outdoor, active learning.• Children have been able to take part in extracurricular clubs and external fixtures, including a dance festival (KS1) and a football tournament (KS2 and KS2 girls only).• Gym and dance lessons are well-resourced.	<ul style="list-style-type: none">• Staff feedback.• Subject leader monitoring, including that carried out working in partnership with Real PE.• Lists of children taking part in extracurricular physical activity.• Awarding of Equal Access School trophy.• Increased number of children taking part in physical activity, with the support of LSAs.