

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>Support received from the PASS silver package.</p> <p>Teachers and support staff work alongside PASS staff during PE lessons to upskill on a weekly basis.</p> <p>Gymnastics CPD for staff — PASS (Physical Activity Sports Specialist) delivery of the session</p> <p>Continue to engage least active children in a targeted lunch club – games club, different games each term.</p> <p>Midday supervisors leading sessions and applying knowledge from PASS training 2023.</p> <p>PASS Balance ability sessions for year R. Sessions terms 1 & 2.</p> <p>Continue with a variety of sports to the PE curriculum and lunchtime activities. Broad and balanced, inclusive to all children.</p> <p>Increased inter and intra sport in 2023 - 2024</p>	<p>Increased subject knowledge and confidence of staff attending.</p> <p>Improved quality of PE lessons following training.</p> <p>PASS representative encouraged children to participate as well as the register list. More participation and active children.</p> <p>Improved behaviour and increased amount of physical activity at lunchtimes.</p> <p>Increased confidence of riding a bike on the playground. Development of motor skills.</p> <p>Athletics specialist equipment used in PASS CPD curriculum lessons. New lacrosse, tennis and cricket equipment purchased.</p> <p>PASS challenges - whole school more active at home and playtime to improve personal bests.</p> <p>Increased inter and intra sport in 2023 - 2024..</p> <p>Annual sports day. Football inter school comps - KS1 & KS2</p>	<p>Staff identified curriculum activities that needed to be changed</p> <p>Not all staff were present for CPD.</p> <p>Part time staff - required support for years 1&2 SOW (Schemes of Work).</p> <p>Football became a popular choice for both boys and girls but boys more dominant.</p> <p>Organisation of play leaders running activities.</p> <p>Interventions for children that need more support.</p> <p>KS1 - more provision at lunchtimes.</p> <p>Time allocated to KS1 - KS2 to then support PASS representative by becoming leaders.</p> <p>KS2 football team played one school from the local hub of schools.</p>	<p>Continuous observations of staff, collaboration and mentorship guidance to upskill the teachers. Monitor staff progress, Termly impact reports.</p> <p>Increased knowledge of teaching safely and skill progressions. Knowledge and understanding related to PASS gymnastics SOW.</p> <p>Observations -</p> <p>More pupil voice to be put in place</p> <p>Higher number of KS2</p> <p>Participating - Increase confidence of KS1 children</p> <p>Fixture arranged against Yalding .</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>Teachers and support staff to work alongside PASS staff during weekly PE</p> <p>Continue with the PASS Silver package PE curriculum.</p> <p>Extra curricular clubs as part of PASS package. Continue to engage children in lunchtime games club. Opportunity for all children.</p> <p>Forest school training and resources.</p> <p>Aims to provide the physical, social and emotional growth of children via self guided learning. Forest school can engage children in a unique and motivating way, foster a love of learning and physical activity.</p> <p>PASS Balanceability sessions for year R - increased confidence of riding a bike. Development of large and fine motor skills.</p> <p>Provide opportunities to engage in new activities - more motivated to try new things and engage regularly.</p> <p>Hotshotz extra-curricular after school tennis club.</p> <p>Continued Midday supervisors leading sessions, organising lunchtimes to ensure maximum participation and active play.</p> <p>Increased opportunities for competitive situations for both KS1 & KS2.;</p> <p>External coach support.</p> <p>Introduction of KS1 gymnastics club in terms 5 and 6 (KS2 children support as young gymnastics leaders)</p>	<p>PASS - Physical Activity and sports specialist to mentor and upskill teaching staff. Each member of staff to receive at least 2 terms of specialist support. PE lead to organise a CPD timetable.</p> <p>A teacher survey completed at the start of the academic year - evaluation at the end of the year. % comparison on key areas. CPD - training on a new PE activity for all staff in term 5 and SOW provided for teacher delivery in term 6. (Pickleball)</p> <p>Pupil voice; Find out most popular games activities.</p> <p>Promote leadership from older children in the KS1 timeslot providing more support for progression. Increased activity levels.</p> <p>Each year group to have 1 term of Forest school to support OAA - PE</p> <p>National curriculum activity. 1 of the 2 hour lessons they have.</p> <p>Sessions run in terms 1 or 2. Lead by PASS specialist. Offered every academic year.</p> <p>Purchase new equipment for both new and existing activities. Lots of the games balls had deteriorated and become flat. Rugby balls, basketballs, footballs. New pickleball equipment, bats and balls for PE curriculum delivery.</p> <p>Monitor effectiveness of lunchtime sessions and behaviour. PASS midday supervisor training for play activity ideas.</p> <p>Extra curricular activities; PASS gymnastics competition. Dance festival. Football fixtures. Whole school PASS termly challenges. (Competition entry and results data)</p> <p>Annual Sports Day.</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>Improved delivery of PE curriculum and extra curricular activities.</p> <p>Pupil Voice survey/teacher survey.</p> <p>Increased knowledge and skills; teacher confidence and enjoyment of teaching PE.</p> <p>High quality lessons and improved assessment levels.</p> <p>Increased extra curricular opportunities.</p> <p>Improved the physical, social and emotional growth of children.</p> <p>Increased inter and intra sports competitions. Both KS1 And KS2</p>	<p>Teacher survey; % data</p> <p>Termly Impact reports</p> <p>EYFS — Gross motor skills — Early Learning Goal.</p> <p>Lesson observations - PE lead learning walks.</p> <p>Pupil Voice/survey</p> <p>Registers/improved participation numbers</p> <p>Forest School whole school participation.</p> <p>% children who can ride a bike successfully after Balanceability sessions.</p> <p>Staff feedback on Pickleball CPD in term 5.</p> <p>Delivery of Pickleball SOW. Piloted with years 1&2 in term 5. PE lead feedback on sessions.</p> <p>Competition data results.</p> <p>Gymnastics competition KS2</p> <p>Dance Festival KS2</p> <p>PASS challenge results. Whole school.</p> <p>Football fixture results - KS2.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Improved delivery of PE curriculum and extra curricular activities.</p> <p>Pupil Voice survey/teacher survey.</p> <p>Increased knowledge and skills; teacher confidence and enjoyment of teaching PE.</p> <p>High quality lessons and improved assessment levels.</p> <p>Increased extra curricular opportunities.</p> <p>Improved the physical, social and emotional growth of children.</p> <p>Increased inter and intra sports competitions. Both KS1 And KS2</p>	<p>100% positive impact</p> <p>Termly impact reports.</p> <p>EYFS gross motor skills data – 15/16 children passed.</p> <p>Lesson observations/learning walks – 100% improvement, graded good or above.</p> <p>Registers of attendance – more clubs and opportunities offered.</p> <p>Waiting lists for clubs, shows popularity.</p> <p>Forest School whole school participation. All children took part throughout the year (1 term each year group.)</p> <p>70% children who can ride a bike successfully after Balanceability sessions.</p> <p>All staff completed Pickleball CPD. There was a positive response and feedback from both staff and children.</p> <p>Delivery of Pickleball SOW. Piloted with years 1&2 in term 5. PE lead feedback on sessions. -</p> <p>Competition data results.</p> <p>Gymnastics competition KS2 - 1st place school overall</p> <p>Dance festival KS2 – performance to parents</p> <p>PASS challenge results. Whole school. – 2 gold placings and 2 silver placings 4 terms out of 6. Intra and inter school results.</p> <p>Football fixture results - KS2. Fixture played in terms 1&2 against Yalding.</p>