

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>CPD for staff – Forest Schools Training.</p> <p>Development of knowledge and skills progression maps.</p> <p>Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all.</p> | <p>Forest school training has allowed more children to experience this type of learning. It has ensured that children have different opportunities to be active and learn.</p> <p>Some units of work now have clear progression documents to achieve a sequence of learning through the school. This has allowed teachers to clearly understand the knowledge and skills needed to be taught and effectively plan lessons.</p> <p>Appropriate equipment has been available for each unit/lesson this year. The equipment has been organized and stored more appropriately to ensure that it is accessible for all. This has meant teachers are well equipped for lessons and that children can use PE lessons to be active.</p> | <p>CPD for all staff</p> <p>Development of knowledge and skills progression maps.</p> <p>Consistent access to equipment.</p> | <p>Staff are still not fully confident in delivery of PE sessions that encourage all children to be active during lessons.</p> <p>Not all progression maps were completed due to time constraints. More adequate time should be provided next year, specifically for this task, to ensure it can be completed accurately. This will allow further sustainability due to being able to use progression documents in following years.</p> <p>Staff were not able to consistently deliver PE sessions on a topic due to loss and damage of equipment. Furthermore, due to the range of sports, not all specific equipment was available.</p> |

Review of last year 2023/24

Engaging PE curriculum PE lesson with a broad selection of sports activities. Skills and knowledge progression mapped out to provide adequate and appropriate challenge across two activities per half term.

All children have had opportunities to learn from a sports specialist. He has taught each class multiple times and has exposed children to a range of different sports within a unit. This has also taught teachers new sports which they have used for their own PE lessons. UKS2 children have also had lessons from a Nottingham Rugby coach to expose them to a new sport and have specific teaching of this. This has allowed those children to develop further skills in their PE lessons.

Increased sports and physical activity-based afterschool clubs.

We have offered pupils opportunities each half term to access sports clubs. They have taken part in a range including basketball, rounders, fencing and tennis. All children have had equal opportunity to be involved with these and it has encouraged more children to choose sports clubs.

Intended actions for 2024/25

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>Install Activall Boards To improve children’s coordination as well as support PE lessons. To allow children to have more opportunities for active play.</p> <p>To attend competitions and festivals To allow children to experience PE and physical activity outside of the school day. To enrich PE experiences.</p> <p>Use external coaches to support PE opportunities and provide targeted teaching To allow children in KS2 to have teaching from an expert in rugby (Nottingham rugby coach) To allow children to experience and learn sports skills from specialists in those sports To give children in Y6 opportunities to learn to ride a bike (bikeability)</p> | <p>A manifesto has been written to the head teacher to explain the benefits of these and how they will support PE and physical activity. Boards were installed in August.</p> <p>Continue to join and participate in school sports festivals and activities that are ran with the local schools. We are going to evaluate what we did last year and understand which events had the best impact on our children. We will create a plan that outlines opportunities for children in KS2 and ensure opportunities are available across the key stage.</p> <p>We will be using the Nottingham Rugby coaches as specialist to teach rugby to KS2 classes and develop their knowledge of the sport and necessary skills. This will allow our children to experience sports from trained athletes and increase involvement in PE sessions. We will use these experiences to raise the profile of PE and increase involvement in lessons. These coaches will also support teachers by allowing them the observe good practice in the environment of a PE lessons and use this to inform their teaching.</p> |

Intended actions for 2024/25

Increased sports and physical activity-based afterschool clubs.

To ensure all children have access to opportunities for physical activity.

Updates to our PE unit plan to involve more sports

To ensure children are taught a range of transferable skills through a variety of sports.

Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all.

To ensure that lessons can be taught well and children have the opportunities to succeed

To provide CPD to staff

To boost confidence in planning and teaching PE lessons
To observe expert coaches to support development of PE lessons
To allow PE lead to attend networking sessions for their CPD

To provide top-up swimming in Y5 and 6

To give children the best opportunity to achieve National Curriculum requirements

We will be looking and the clubs we offered last year and trying to improve this offer. We will use the sports specialist in our school to support the implementation of sports clubs each term as well as investigate external providers for our offer. We will also use other Teaching Assistants and Teachers round school to offer a variety of different clubs, including those targeted at girls.

The subject lead and curriculum lead will work alongside each other to amend our PE curriculum and evaluate the sports we have on offer. We will evaluate each year group and ensure they have a range of sports as well as understanding the progression through the school and developing this.

The subject lead will consistently monitor equipment we have and what we will need to teach lessons and units. We will have discussions with our sports specialists for ideas on how to use a range of equipment in different situations, and ensure teachers are aware of this and use this to develop teaching. We will also ensure a suitable storage solution to allow longevity of the equipment.

We will use our sports specialist to deliver CPD to teachers and staff and give ideas for best practice in lessons. We will also encourage Teaching Assistants to complete CPD to give them confidence to support lessons. We will use external coaches as a form of CPD by ensuring teachers observe the experts and use their lessons to develop ideas for their own teaching.

We will plan to take both Y5 and 6 classes swimming in the summer term as top up lessons in addition to our core Y3 and 4 offer.

Expected impact and sustainability will be achieved

| <p>What impact/intended impact/sustainability are you expecting?</p> | <p>How will you know? What evidence do you have or expect to have?</p> |
|--|---|
| <p>We are expecting that the funding will increase the level of physical activity through school, including at playtimes. By ensuring appropriate equipment, that is different for PE lessons and for breaktimes, we are expecting that this will provide children more opportunities to be active during the school day. As well as this, we expect that with the addition of the Activall boards will support this. We believe that this will also add to the further participation in competitive activities as pupils are able to use them alongside each other. We are intending that we have an appropriate level of equipment to ensure all PE lessons can successfully be taught and a range of sports are covered across the school. Additionally, by providing better equipment and storing this suitably we aim to increase the number of minutes children are active during a PE lesson. Our children will be more engaged in PE as a subject due to this and develop will their physical literacy through this. Furthermore, we expect that the use of external coaches will support teachers in developing their confidence in PE lessons by observing experts. We feel this will be sustainable as teachers will be able to use this experience beyond this academic year and take ideas and tips from the coaches' lessons. Additionally, by having a sports specialist in the school and using their time for CPD, we expect that teachers will be able to develop ideas from this and seek the support of this staff member when they need. By providing the subject lead with CPD through a network of schools, we expect that this will allow them to develop PE and deliver CPD from what has been learnt. This will further add to our sustainability as the teachers are given knowledge to support their PE lessons. To further ensure sustainability, the Activall boards can be used in following academic years and will be maintained appropriately in school.</p> | <p>We expect to have a variety of evidence of our impact and sustainability. By storing the equipment and buying higher quality items, by the end of the year we should continue to have a good range of equipment and not need to spend on replacing. The subject lead will continue to monitor throughout the year to ensure this is the case and monitoring reports will support this. Additionally, we expect that the Activall boards will continue to be used and the evidence of observing children use these will show the impact of them. We may also have a pupil voice to further support these observations. We may also gather evidence from pupils in a student voice survey to ask their opinions on the PE lessons and what opportunities they have had through the year. This may also be supported by discussions with teachers about their PE lessons and their confidence in delivering them. Subject leader monitoring reports may also provide evidence for our impact and sustainability. They will monitor how the spend has improved PE and the profile of the subject through the school.</p> |

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?

We have seen a great impact on the spend of our premium this year. By installing the Activall boards it has encouraged children to be more active during their breaks and lunchtime by playing the different game options. This has increased student activity through the day and given them additional opportunities to participate in competitions. These boards are still in great working order and have been well loved and looked after in the school. Therefore, they will be able to continue through next academic years allowing us to show sustainability in this spend.

Our afterschool clubs ensured that more children took part in regular physical activity as well as gave them a broader experience of physical activities. We delivered a range of active clubs for example, rounders and cricket for KS2 as well as Disney girls' football and balance bikes for KS1. More children have attended these, as well as girls because we had specific clubs to target them, like 'This girl can' clubs. This has allowed us to raise the profile of physical activity through the school. Additionally, the staff that delivered the clubs now have increased confidence in these, which can ensure we are able to deliver them in the next academic years to improve our sustainability.

There has been a positive impact of using external coaches this year to support our PE lessons and teacher confidence. They were able to engage and encourage children to participate in lessons more and also allowed children to learn from an expert which has increased their desire to be physically active. We were able to expose children to different sport (rugby) and learn from their local teams. This also provided teachers with CPD opportunities and has allowed them to develop their skills and knowledge around teaching PE. This means that teachers feel more equipped to deliver their lessons and have improved confidence for their lessons.

By attending competitions and festivals we have given children further opportunities to be active and experience PE and sport outside of school and in competitive environments. We have also given opportunities for this girl can to target girls being active.

What evidence do you have?

We have a range of evidence that can support our impact and sustainability outcomes. From observations of children during the school day, we have found that more children choose to be active during their breaks, and many enjoy using the Activall boards, particularly in Lower KS2. Our range of clubs is evidenced on our online system and arbor, which includes registers of children that have attended, as well as monitoring from the subject lead to track what clubs we have offered over the year. When talking to pupils in the school they will share positive experiences of the sports clubs they have taken part in, in both KS1 and KS2, especially girls who attended the 'This girl can'. Their club lead gained feedback from them where they said they enjoyed being able to take part in sports together, without pressure from others, and have written a petition for more of these clubs to be available.

We have also done pupil voice which suggests that most of our children enjoy being active and especially in their PE lessons. They enjoy learning new skills and developing the skills they already have too. The subject lead has the full results of this student voice.

Additionally, we have registers of children who have attended external competitions and events ran by the SGO in our area. All children in Year 3 and 4 were able to attend a fun run, which is evidenced by the school registers. Furthermore, children in year 5 and 6 also attended a range of events including athletics, which again can be evidenced through arbor and our registers.

Our swimming data can also be evidence for our top up swimming opportunities in Y5 and 6. By providing top up swimming, we have achieved 55% that can swim competently for 25m, 60% can use a range of strokes effectively, and 75% can perform a safe self-rescue. In comparison, our whole school picture currently shows that only 39% can swim competently for 25m, 44% can use a range of strokes effectively and 43% can perform a safe self-rescue. Therefore, by providing top up swimming, we have increased the number of children who have been able to achieve the national curriculum requirements.

Actual impact/sustainability and supporting evidence

By providing top up swimming in Y5 and 6 we have ensured that all children have had the opportunity to develop their swimming skills as best as they can. This has allowed our Year 6 cohort to achieve their best possible in the national curriculum requirements. This also means our Year 5 cohort have had additional lessons to develop their swimming further to provide them further opportunity to meet the curriculum requirements.

Having improved equipment and better access to resources has allowed teachers to be confident in the lessons they teach and ensure they have what they needs to allow children to be successful. It has also ensured that all children have access to high quality lessons where they can learn and develop their skills. Our equipment store has been used to ensure items are kept safely and appropriately to allow them longevity. This can support our sustainability as the subject lead has monitored this closely to ensure that equipment can be used in the next academic years.

We have provided additional equipment at breaktimes which has encouraged children to be active during breaks and allow them opportunities to move. This has given them better engagement in regular physical activity and has provided positive experiences, which could support further sustainability of this spend.