

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>Some Level 1 & 2 Competitions entered</p> <p>All level 1 competitions completed.</p> <p>EYFS sessions and balance bikes.</p> <p>Y1 swimming sessions completed.</p> <p>Bikeability completed at levels 1/ 2- learning to ride and Y5 completed level 2</p> <p>Introduction of the PE passport planning tool</p>	<p>Some successful competitions for Y5/6</p> <p>Swimming for Y1 went well with a larger percentage of 1 children swimming without armbands.</p> <p>More children able to ride and moving onto pedal bikes</p> <p>Subject leader more aware of coverage with in classes and key stages.</p>	<p>Using PE Passport for Assessment tool</p> <p>Participation & Performance in competitions</p>	<p>Staff still not confident at levelling children based on performance. Staff still not able to use the software to their advantage.</p> <p>Had to withdraw from competitions due to lack of interest.</p> <p>Performances were not as good as expected, children weren't</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>Increase participation/ enjoyment levels in PE and Sport both curriculum and extra curriculum.</p> <p>Enter more competitions for Key Stage 2 and festivals for SEND, Key Stage 1 and children with less interest in Y3/4.</p> <p>Be more inclusive for SEND, girls and those children less active.</p> <p>Highlight Assessment procedures with a better use of PE passport.</p> <p>To increase staff knowledge of gymnastic teaching by using the Max Whitlock programme.</p> <p>Develop dance across the curriculum.</p> <p>Relaunch balance bikes in EYFS.</p> <p>Continue with year 1 swimming to develop confidence and safety in and around water.</p>	<p>Use LA to increase involvement in PE lessons across Key Stage 2- assess involvement and need within class lessons.</p> <p>Enter competitions at the beginning of the year and plan out the activities around these events. Involve SEND 1:1 TAs in the events to increase interest. Encourage/ invite specific children to festivals through parents. Enter girls football events for all levels of participants.</p> <p>Organise a staff/ inset session with PE Passport Providers to take the App back to basics. Update all I pads to ensure staff have adequate access.</p> <p>Use dojos to celebrate all sporting achievements and present participation certificates and medals in whole school assemblies.</p> <p>Staff feeling more confident teaching gymnastics. Videos used as CPD. This allowed staff to become more aware of how to teach specific skills.</p> <p>To use the CSSP dance programme to pilot interest and support staff in cross-curricular teaching: Dance and history.</p> <p>Successful at the balance bike competition as well as more children, at a younger age, using pedal bikes.</p> <p>Year 1 swam for a longer duration of the year. CA attended school swimming CPD developing assessment documents alongside the school swimming charter. Due to this, all children swam without arm bands proving confidence was instilled.</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>Increase participation/ enjoyment levels in PE and Sport both curriculum and extra curriculum. + Use LA to increase involvement in PE lessons across Key Stage 2- assess involvement and need within class lessons. Use dojos to celebrate all sporting achievements and present participation certificates and medals in whole school assemblies. LA to select children from PE lessons using level 1 competition data to inform decisions. Take specific children, who take part in extra-curricular activities, to their respective events.</p> <p>Enter more competitions for Key Stage 2 and festivals for SEND, Key Stage 1 and children with less interest in Y3/4. Enter competitions at the beginning of the year and plan out the activities around these events.</p> <p>Be more inclusive for SEND, girls and those children less active. Involve SEND 1:1 TAs in the events to increase interest. Encourage/ invite specific children to festivals through parents. Enter girls football events for all levels of participants</p> <p>Highlight Assessment procedures with a better use of PE passport. Organise a staff/ inset session with PE Passport Providers to take the App back to basics. Update all Ipad to ensure staff have adequate access.</p> <p>Offer sports that are generally not accessed in primary curriculum such as: badminton.</p> <p>To increase staff knowledge of gymnastic teaching by using the Max Whitlock programme.</p> <p>Develop dance across the curriculum.</p> <p>Relaunch balance bikes in EYFS.</p> <p>Continue with year 1 swimming to develop confidence and safety in and around water.</p>	<p>Year 6's curriculum covered orienteering enabling us to select skill specific children rather than fastest. As a result, we made it to Lancashire Games. Furthermore, due to honing in and practising skills, we achieved more finals in events rather than taking children who stand out because they are generally good at sport.</p> <p>Year 3/4 children have a greater interest in PE than at the start of the year.</p> <p>All KS2 SEND children took part in competitions with their respective TAs supporting them which crossed over into more focused participation in PE lessons and a keen interest in SEND after school sport clubs.</p> <p>Staff are more aware of how to use PE passport. Staff now use less videos of the whole class and focus on children who are above expectation, at expectation and less expectation at their current age. Encourage staff to look at the skills rather than the sport.</p> <p>CSSP implemented a badminton after school club and Year 6 piloted a unit of work. Due to facilities, badminton was not a successful curriculum subject but was very successful in interest in the club.</p> <p>After speaking to staff, we are buying into both dance and gymnastic programmes due to the success.</p> <p>Continue with EYFS balance bikes and implement Preschool. We are going to have bike to school days each half term to develop the transition from balance bikes to pedal bikes.</p> <p>Less time for Year 1 to swim in the year incorporating the changing of the curriculum. Additionally, more children at this age are having swimming lesson out of school.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Year 6's curriculum covered orienteering enabling us to select skill specific children rather than fastest</p> <p>All KS2 SEND children took part in competitions with their respective TAs supporting them which crossed over into more focused participation in PE lessons and a keen interest in SEND after school sport clubs.</p> <p>Staff are more aware of how to use PE passport. Staff now use less videos of the whole class and focus on children who are above expectation, at expectation and less expectation at their current age. Encourage staff to look at the skills rather than the sport.</p> <p>CSSP implemented a badminton after school club and Year 6 piloted a unit of work. Due to facilities, badminton was not a successful curriculum subject but was very successful in interest in the club.</p> <p>After speaking to staff, we are buying into both dance and gymnastic programmes due to the success.</p> <p>Continue with EYFS balance bikes and implement Preschool. We are going to have bike to school days each half term to develop the transition from balance bikes to pedal bikes.</p> <p>Less time for Year 1 to swim in the year incorporating the changing of the curriculum. Additionally, more children at this age are having swimming lesson out of school.</p>	<p>As a result, we made it to Lancashire Games. Furthermore, due to honing in and practising skills, we achieved more finals in events rather than taking children who stand out because they are generally good at sport.</p> <p>Year 3/4 children have a greater interest in PE than at the start of the year.</p> <p>We have had a much more successful year medalling in a variety of sports whilst also seeing more children taking part in events.</p> <p>Football: 4x 2nd place. 2 boy's tournament and 2 girl's tournaments. 2 boys selected for district team. 4 Year 6 children selected for sports star academy with a further 2 just missing out finishing in the top 50 across the county. 2nd place in girls' cricket tournament. 1st place in swimming gala with 7 individual medals. 2nd fastest girl in balance bike finals. 2nd overall in year 5/6 boys cross country competition and 3rd as a school with 2 boys finishing 3rd in their respective races and a further 3 children finishing in the top 10 out of 100+. Highest number of participants taking part in the fun run. Orienteering finishing in 3rd place and a place in the Lancashire Games. 2nd in dodgeball competition Year 5/6 athletics final. 15 children made bronze award in level 1 pentathlon. 1 child achieved silver award.</p>