

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>More children participating in a range of opportunities offered – both free and through sports premium money (e.g. Bikeability, tournaments, competitions)</p>	<p>Higher levels of engagement of extracurricular opportunities from those wishing to take part. An increased profile and excitement around PESSPA around school and wider community.</p>	<p>% of children reaching age related expectations for swimming is still low even with catch-up provision in Y6</p>	<p>Data is still low despite more children receiving swimming lessons.</p>
<p>'Pools For Schools' coming on site for children to use.</p>	<p>More children were able to use the pool (Years 2-6). There was more of an emphasis on water safety as teachers also covered this in classrooms as well as poolside. Higher level of children reaching national expectation in swimming.</p>	<p>Clubs themselves were taken up by a wider range of pupils but still only reach those who access them– broadening of offer needed.</p>	<p>Data from extracurricular coordinators.</p>
<p>Promoting PESSPA in our school community through a range of themed weeks, Daily Mile and high-quality PE lessons.</p>	<p>PE lessons and school sport are reported to be many of the children's favourite subject/aspect of school life from pupil questionnaires. All children have the</p>		<p><i>NB: Please see previous 23/24 Sports Premium report (online) for a further breakdown.</i></p>

Review of last year 2023/25

	opportunity to complete 30 active minutes at school (engagement of all pupils in regular physical activity).		
--	--	--	--

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Sports Premium money to align with the 5 key areas:</p> <ul style="list-style-type: none"> • increasing all staff's confidence, knowledge and skills in teaching PE and sport • increasing engagement of all pupils in regular physical activity and sport 	<ul style="list-style-type: none"> • Staff members receive support through Primary PE Planning which gives them lesson plans for a variety of sports that are broken down into small steps. It also allows them to differentiate lessons for those with SEND as well as those who are gifted and talented. • External coaches from GSA and AVFC come in to team teach with teachers to allow for CPD opportunities. Staff have reported feeling more confident when teaching with coaches and have gained lots of knowledge. • Subscription to 'Enrich Education', as well as having an orienteering course on site, has allowed staff members to have access to a range of cross-curricular OAA opportunities to make learning more active. • More intra and inter school opportunities delivered to pupils in order to meet their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. • More clubs on offer to children this year from external agencies and supplemented/free spaces for PP children to ensure they are encouraged to take part in PE and Sport Activities. • Lunchtime sports coach employed to increase engagement of pupils in regular physical activity and sport at lunchtime • Participate in Walk to School Week as well (alongside other active travel weeks such as Bike

Intended actions for 2024/27

- | | |
|---|---|
| <ul style="list-style-type: none">• raising the profile of PE and sport across the school, to support whole school improvement (inc increase in swimming data %)• offering a broader and more equal experience of a range of sports and physical activities to all pupils.• increasing participation in competitive sport | <p>to School week, Clean Air Day and Road Safety Day) to promote a healthy and active lifestyle– whole school</p> <ul style="list-style-type: none">• Targeted support to those who aren't achieving 25m in Years 4, 5 and 6 by giving them smaller, focused groups.• Higher emphasis on self-rescue and to be taught and practiced from an earlier stage in their swimming lessons.• Emphasis on themed week to promote PE and School Sport.• Conduct pupil voice to develop curriculum in accordance to what the children would like to do and experiences they would like to have.• To attend a range of inter school festivals and competitions.• Lunchtime sports coach to introduce and implement a range of activities on the playground. Equipment ordered to support this.• Sport affiliations to attend sports fixtures across the consortium - children compete in a number of inter- and intra-school sports competitions throughout the year, with opportunities for them to take leadership positions within these competitions.• Play leaders to be trained in September to help lead a variety of intra-school competitions.• Continue to attend festivals lead by the School Games Organiser to encourage more children to get involved. |
|---|---|

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"> • Primary PE Planning and Specialist Sports Coaches to work alongside staff during lessons – Staff confidence has increased; lessons are progressive and are of a consistently high quality. • Sports Coach at lunchtime – Children are engaged in physical activity during lunchtimes, Less behaviour incidents and accidents due to engagement. Less wet play due to provision on offer. More confident and active lunch-time staff. • Walk to School Week – high uptake showing an increase in children who are walking to school (as usual) • Swimming top up - % of children in Y6 reaching end of year expectations hopefully increases. • Broader range of opportunities accessed via School Games Coordinator, clubs and other affiliations. Offer has been given to wider range of children so more participation. 	<ul style="list-style-type: none"> • Staff feel more confident to deliver high quality sequences of learning from the use of Primary PE Planning to support staff confidence when delivering PE lessons. • Increased levels of staff confidence when teaching PE and more enjoyment from the children during those lessons. Continue to use the coaches for staff to learn from. • Continue to subscribe to provide more active learning opportunities for children across the school. • More children actively traveling to school by walking, riding their bike or scooting. • Higher % of children in Y6 reaching 25m expectation in more than one stroke and confidently be able to self-rescue. • A broader range of clubs available to children.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?																								
<p>Curriculum</p> <ul style="list-style-type: none"> • Staff’s confidence score has increased around delivering the PE curriculum. • Higher % of children reaching ARE and GDS in PE from Years 1-6. This has been assessed using our ‘Head, Hands and Heart’ assessment. <p>Lunchtimes</p> <ul style="list-style-type: none"> • Children are engaged in physical activity during lunchtimes so are more active, less behaviour incidents due to engagement and less wet play sessions due to provision on offer and expectation. More confident and active lunch time staff. <p>Walk to School Week</p> <ul style="list-style-type: none"> • All classes showed an increase in children who are walking to 	<ul style="list-style-type: none"> • Staff voice completed in Autumn compared to Summer term. • Assessment data collated throughout this academic year <table border="1" data-bbox="1220 502 2145 691"> <thead> <tr> <th></th> <th>% ARE</th> <th>% GDS</th> <th></th> <th>% ARE</th> <th>% GDS</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>85</td> <td>5</td> <td>Year 4</td> <td>88</td> <td>7</td> </tr> <tr> <td>Year 2</td> <td>89</td> <td>6</td> <td>Year 5</td> <td>90</td> <td>5</td> </tr> <tr> <td>Year 3</td> <td>76</td> <td>4</td> <td>Year 6</td> <td>73</td> <td>9</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • External review of lunchtime play by Beacon School Support: <i>The KS2 area is spacious with two open playgrounds and a grass field. As with KS1, there is a range of equipment on offer and spaces are organised well so that ‘larger’ games such as tennis are in one area (supervised by the sports coach) whilst hoops, balancing equipment and the climbing trail were being used in the other. The grass field was being used for general play. Here, engagement between the children was generally positive and staff circulated their zone well to pick up on any issues quickly. Again, minor issues were dealt with in a calm and nurturing manner in most cases. Children appeared to enjoy their time outside with many engaging in the range of activities on offer.</i> • Data from the Living Streets Travel Tracker showed an increase of children walking to school. Classes are celebrated every week 		% ARE	% GDS		% ARE	% GDS	Year 1	85	5	Year 4	88	7	Year 2	89	6	Year 5	90	5	Year 3	76	4	Year 6	73	9
	% ARE	% GDS		% ARE	% GDS																				
Year 1	85	5	Year 4	88	7																				
Year 2	89	6	Year 5	90	5																				
Year 3	76	4	Year 6	73	9																				

Actual impact/sustainability and supporting evidence

school during that week. We have since obtained a 1 year free subscription to Walk to School software for 25/26 so this healthy habit can be sustained over time.

during Praise Assembly and badges are given to those who 'actively travel'

INFORMATION FROM THE TRAVEL TRACKER

Class	Total pupils	Engagemer	Active	Walk / wheel	Driven	Cycle	Park & Stride	Scooter / Skate	Bus/Taxi	Other	Absent	Total Trips	Badges awarded	
R1	17	93%	72%	42	18	12	11	3	5	4	0	7	95	12
R2	17	85%	67%	40	21	3	14	1	2	6	0	15	87	10
1PW	29	31%	64%	19	18	0	14	2	2	0	0	0	55	0
1SM	29	44%	48%	29	39	2	3	4	1	2	0	9	80	0
2AA	30	0%	0%	0	0	0	0	0	0	0	0	0	0	0
2IM	30	31%	64%	21	15	2	12	0	5	0	0	0	55	0
3ID	29	57%	86%	20	14	1	63	1	0	0	0	17	99	22
3SM	32	87%	72%	33	36	7	79	0	7	3	2	24	167	23
4AG	30	0%	0%	0	0	0	0	0	0	0	0	0	0	0
4BC	30	24%	77%	17	10	0	15	0	0	0	2	3	44	0
5DH	31	0%	0%	0	0	0	0	0	0	0	0	0	0	0
5SO	30	0%	0%	0	0	0	0	0	0	0	0	0	0	0
6AB	30	62%	87%	38	11	5	53	1	3	0	0	9	111	25
6AK	31	39%	88%	29	5	1	31	3	4	0	0	1	73	26

Well done to everyone for walk to school week... we have certainly Improved!
 Last week: 199/395 walk or wheeling to school
 This week: 288/395 walk or wheeling to school.
Gold goes to Reception, Silver Year 5 and bronze Year 3.
 Well done to other classes who have really increased their numbers! Keep it up everyone!

23rd May 2025

Profile of school sport across the school

- 100% of children enjoy PE and have a positive perspective of PE lessons, school sport and leading active lifestyles.
- Children are happy with the sports and activities offered during PE lessons and at lunch times.
- More uptake of extra-curricular opportunities including

Accreditations

- Sports Mark (awaiting results for 24/25, previously gold)

• Pupil voice findings:

● Strongly agree ● Agree ● Not sure ● Disagree ● Strongly disagree

