



PE Funding Evaluation Form


Department
for Education


Created by
Association for
Physical
Education


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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?
1. Extra-curricular clubs offer 75% of KS2 attended at least one after school club	<p>During the academic year, we were able to offer:</p> <p>Football</p> <ul style="list-style-type: none"> • High 5 • Dodgeball • Running • Rounders • Cricket • Dance <p>All were fully subscribed, with an average of 18 pupils per session per club. Very few sessions were cancelled as we can now use the sports hall when the weather is inclement.</p> <p>Pupil attendance/club data monitored and reviewed in terms of equality.</p>	Disruptions to Play leader support at lunchtime due to building work and shift in dinner times	Clear and obvious
2. Competitive opportunities encouraged for all- including SEND/ gender/ KS1 and KS2	<p>As well as our PE curriculum offer, our PE coordinator has provided opportunities for all pupils to be as active as possible, as often as possible. This has included:</p> <ul style="list-style-type: none"> • New playground markings and field markings • New trim trail • Personal challenges • Y6 play leaders • Forest School <i>throughout</i> the school • The Monday Mile • Cool Kids • Arthog • Bikeability 	Some gaps in staff confidence in delivering orienteering and dance	Annual staff PE survey

Review of last year 2023/25

	<ul style="list-style-type: none"> • Cricket day • Sports Week • Sports Day <p>Weekly pupil challenge sheets implemented in KS2 to improve stamina. Providing cross-curricular opportunities to be active e.g. Reading the game for Y5/6 with the local football club. Pupil surveys indicate enjoyment.</p>		
<p>3. All children being active</p>	<p>Pupils attending at least one school interschool competitive event:</p> <ul style="list-style-type: none"> • Y1 100% • Y2 100% • Y3 75 % • Y4 95% • Y5 87% • Y6 100 % <p>Annual calendar of events shows a range of sports participated in and data for tournament/ intra opportunities shows participation of children.</p>		
<p>4. PE status is high throughout the school</p>	<p>Celebrations of pupils' achievements in whole school assemblies - certificates/ awards presented with a summary of highlights.</p> <p>School notice board/ SEESAW/ termly newsletters acknowledging achievements and progress.</p> <p>Local clubs invited to showcase sports (martial arts/STITC) and local people invited to share sporting achievements (Amy Hughes's marathon)</p>		
<p>5. Rigorous staff training program to include variety of sports coaches</p>	<p>Staff confidence surveys completed July 2024 revealed most staff confident in PE curriculum. Staff were provided with the opportunity to work alongside coaches and take part in high quality lessons.</p>		

Intended actions for 2024/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
To maintain the status of PE within our curriculum and continue to provide as many inspiring active opportunities as possible for all ages, genders and abilities, including outdoor learning opportunities, clubs, a range of sports and Forest School.	To continue to provide high-quality extra-curricular opportunities for all children - range of clubs (to include golf- a sport pupils highlighted in pupil survey) sports events/days in school
To offer regular opportunities for children to take part in intra and inter competitions in sport.	To give all children the opportunity to engage in a range of competitive sporting events and festivals in our local area through links with our local secondary school and School games officer
To build life skills in swimming and riding a bike and to value outdoor life through outdoor learning opportunities and Forest School.	<ul style="list-style-type: none"> • PE coordinator to continue offering Forest School throughout the school • PE coordinator has participated in refresher training on Forest Schoos to ensure our offer is as engaging and inspiring as possible. • To continue with our investment in swimming to ensure children have competent water skills by the end of KS2. • To provide Bikeability lessons for Reception, Y3 and Y6.
Ensure teachers have the relevant skills, confidence and knowledge to confidently teach PE in a structured way, prioritizing continued professional development (CPD) and training and collaboration with STITC: - offer opportunities for teachers to supplement dance knowledge (an area of development following staff surveys)	<ul style="list-style-type: none"> • To work with STITC to upskill staff and collaborate on projects. • To trial Dance to School units online in KS2.
To update our risk assessments to ensure that they are robust and effective and to include our new sports hall.	To purchase AFPE subscription to support PE coordinator in updating risk assessments.
For children (of all abilities) to take responsible leading roles in PE.	To implement the playleader sports program from STITC.

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>Our pupils and families will continue to see the value and importance we place on PE and being active as much as possible. Mental health and behavior will benefit as a consequence. Our pupils will continue to aspire to be the best they can be; in line with our school values.</p>	<p>Pupil engagement through:</p> <ul style="list-style-type: none"> - Seesaw photographs and subsequent parental feedback - Boxall profiles - Behavior standards e.g. Cool Kids sessions in classes - Transition tracking/ assessment/ swimming assessments - Sporting days photographs in school- cricket/ wellbeing event y2/3/ football day/ sports week/ sports day - Sporting opportunities at school with skilled coaches for both KS1 and 2 e.g. cricket/ KS1 Superstars/STITC
<p>All children will be provided with high-quality opportunities, be exposed to new experiences and develop their own pathway, no matter their ability or gender taking part in inter and intra competitions, festivals and personal challenges</p>	<ul style="list-style-type: none"> - Analysis of data from personal challenges in classes/ intra school data - Analysis of club lists - Analysis of tournament attendance- mixed gender/ girls only/ SEN opportunities
<p>All of our pupils will benefit from Forest School sessions. Pupils are engaged and inspired to spend time outside being active. They can use their bike and water skills confidently and that their learning in school is transferable to the home environment, affecting active habits for life. They are encouraged to independently risk assess, consequently building resilience. Mental health improves as a result. Teachers are gaining CPD from STITC/Forest School leader with the opportunity of succession planning.</p>	<ul style="list-style-type: none"> - Pupil, parent and staff surveys - Seesaw photographs and parental feedback - Boxall profiles - Behavior standards - Pupil engagement
<p>All teachers will be upskilled by STITC and will be able to offer high-quality, well-structured units which ensure progression in skill throughout the primary phase.</p>	<p>PE picture building evidence</p> <ul style="list-style-type: none"> - Planning / STITC collaboration/ Evidence of active learning in planning - Staff surveys

Expected impact and sustainability will be achieved

PE will be as safe as possible; accidents and incidents will be minimized. Staff will feel confident in delivering PE safely. Pupils will feel safe and confident, they will be encouraged to take measured risks safe in the knowledge that risk has been minimized. Risk assessments in place and able to be adapted and monitored.

- Minimal incidents/accidents
- Staff surveys / Pupil surveys
- Safer Schools Audit
- PE/ forest school risk assessment

Children will have the confidence to take a leading role in PE, leading games for KS1 children and taking on the role of team leaders in sports. Y5 and 6 leaders so some trained up for next year.

- Playground leader lunchtime program with KS1/ Sports day leaders

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Our pupils and families continue to see the value and importance we place on PE and being active as much as possible. Our pupils continue to aspire to be the best they can be in line with our school values:</p> <ul style="list-style-type: none"> - Mental health and behavior improvement. Each KS2 class has Cool Kids in the mornings targeting support for SEN children providing opportunities for activity/ OT support. - All have been encouraged to be active and been provided with high-quality coaching through teacher-led curriculum sessions, personal challenges, Bikeability, swimming lessons and STITC activities. - Celebrations of football week/ sports week and cricket day have helped to highlight sports and the importance of being active. - Children’s achievements in sport have been celebrated in school and those who have enjoyed specific sports have been guided to local clubs. 	<ul style="list-style-type: none"> • Pupil engagement in PE and being active is strong. • Sports clubs offered in school this year: <ul style="list-style-type: none"> - Football - High 5 - Dodgeball - Golf - Rounders - Cricket - Dance • 67% of KS2 attended at least one after school/ lunchtime sports club • Cool Kids assessment data • Weekly pupil challenge sheets implemented in KS2 to improve stamina and create personal targets. Whole school intra school skipping challenge in sports week • Cricket day for whole school to promote cricket led to children joining local cricket clubs • lunchtime sports clubs e.g. dance, KS1 lunch time activities • Adverts/ fliers for local sporting activities in holidays and weekend on Parent app/ Seesaw. • Star of week in PE lessons for each class/ golden book celebrations/certificates and medals/ PE newsletters/ village newsletter
<p>Many children have been introduced to new experiences (e.g. golf club) and competitive sports (see calendar) to develop their own pathway regardless of their ability or gender.</p>	<p>Pupils attending at least one school interschool competitive event:</p> <ul style="list-style-type: none"> • Y1 100% • Y2 100% • Y3 75 % • Y4 95% • Y5 87% • Y6 100 % <p>Annual calendar of events shows a range of sports participated in and data for tournament/ intra opportunities shows participation of children</p>

Actual impact/sustainability and supporting evidence

<p>Life skills have been developed with swimming lessons for all in y4/5/6 with top up sessions for y6 pupils, Bikeability for Reception/y3 and y6 and Forest school sessions for all on half termly basis for each class. Opportunities for outdoor learning, orienteering, scavenger hunts and being active in nature.</p>	<ul style="list-style-type: none"> • All Y4/5/6 attended swimming classes • 85% Y6 can swim 25metres and have improved water stamina and skills from Y4/5 • Bikeability for Reception, Y3 and Y6 children consequently more children riding bikes/scooters to school and our Travel tracker data demonstrates this • Forest School photos on Seesaw/ pupil surveys/ planning for each class
<p>All teachers are upskilled and able to offer high-quality, well-structured units which ensure progression in skill throughout the primary phase. Dance units revised and improved</p>	<ul style="list-style-type: none"> • Class planning/units of work on the server along with long-term planning • Dance planning revised with help of Dance online trial
<p>PE is as safe as possible; accidents and incidents are minimized. Staff are confident in delivering PE safely. Pupils feel safe and confident and are encouraged to take measured risks safe in the knowledge that risk has been minimized.</p>	<ul style="list-style-type: none"> • Risk assessments completed and monitored/ CPOMS records kept • Forest School assessments (verified by Shropshire Wildlife trust)
<p>Children have the confidence to take a leading role in PE, leading games for KS1 children and taking on the role of team leaders in sports. Year 5 trained as well to help guide next year's leaders. Y6 have experienced leadership before transition to secondary school.</p>	<ul style="list-style-type: none"> • 100% of Y6 were team captains in Sports day leading, directing and encouraging their mixed ability teams. • Playleaders implemented lunchtime activities to younger children with STITC support • Playleaders led challenges during Sports week. - Videos and photographs available on Seesaw.