

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>-The running of after school clubs through the implementation of a sports coach.</p> <p>-The implementation of the scheme 'Get Set 4 PE'.</p> <p>As a result of the new scheme and improved staff confidence, 98% of children finished KS1 at ARE. On entry to reception 27% of children were at ARE. At the time</p>	<p>-The clubs have been well attended throughout the year. A range of clubs such as archery, football, dance, golf and gymnastics were offered to children.</p> <p>-Monitoring showed that teaching was much more consistent across school. Staff voice also showed that staff confidence in delivering PE had improved. 80% of children said that they always enjoy PE lessons with 20% of children saying that they enjoy it most of the time.</p> <p>-Termly data collections in PE.</p> <p>-Assessments were amended to support staff when assessing children.</p>	<p>-Although teaching was much more consistent across school, staff noted that planning was often too wordy and that they did not fit the whole lesson in.</p> <p>-Data showed that 0% of children were on track to achieve above ARE.</p>	<p>-Staff voice survey carried out by KS1 teachers.</p> <p>-Data collections</p>

Review of last year 2023/24

of leaving reception 89% of children achieved ARE.

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>-To adapt planning to further support staff confidence and to further develop consistency across school.</p> <p>-To develop assessment across school when assessing children who should exceed ARE.</p> <p>-To continue to deliver after school sports clubs through the implementation of a coach.</p> <p>-To adapt PE planning to support staff confidence and delivery</p>	<p>-PE subject leave to receive release time to plan for year 1 and year 2 lessons. The planning will be amended based on staff feedback and lesson observations. Release time will also allow for monitoring to take place to assess the impact of this.</p> <p>-Subject lead and SLT to deliver CPD to support staff in identifying these children. Subject leader to ensure that planning includes opportunities for these children to be challenged. Track data throughout the year. Subject lead to share with staff how to represent children above ARE on tracking documents.</p> <p>-Subject leader to monitor the attendance at clubs and to decide which clubs are delivered each half term based on this. Subject leader to carry out pupil voice to inform choices. Subject leader to liaise with sports company to monitor its delivery.</p> <p>-Subject lead to be released from class to amend planning.</p>

Intended actions for 2024/25

-To implement phase 1 of OPAL within school to increase the amount of time that children are physically active.

-To increase internal extra curricula opportunities for PPG children

-Subject lead to monitor PE lessons to check the effectiveness of these changes.

-Purchase equipment such as a speaker to use on the stage at playtimes and lunchtimes. Use pupil voice to inform decisions about other equipment to purchase.

-To have a designated staff member to run OPAL during the day.

-PE subject lead to lead the implement of OPAL, to monitor progress and to lead assemblies for children.

-To share OPAL and the aims to all staff within school.

-To offer free places to after school clubs for PPG children.

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>-Staff confidence in July to show that 80% of teachers feel confident in teaching all areas of PE.</p> <p>-To have developed a sequence of lessons in all units for year 1 and 2. This will ensure consistency and progression across these year groups.</p> <p>-An increase from 0% of children leaving KS1 at above ARE.</p> <p>-Children will have increased opportunities at playtimes and lunchtimes. Children will have the opportunity to develop key skills such as teamwork, gross motor and resilience. Children will have the opportunity to be physically active more across the school day.</p> <p>-PPG children attending clubs to increase.</p>	<p>-Staff surveys will be carried out at different points throughout the year to monitor progress.</p> <p>-Planning will be completed by the subject lead.</p> <p>-Planning will be seen to be used when monitoring PE lessons.</p> <p>-Staff survey will be used to monitor that these are being used consistently.</p> <p>-Data will show that more children have achieved above ARE.</p> <p>-Children will have access to a range of equipment and activities during playtime and lunch time.</p> <p>-Staff and pupil voice will show a positive improvement both with attitudes to playtimes and the activities available at playtimes.</p> <p>-Observations will show the opportunities that children have access to.</p> <p>-Data taken from club take up documents.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Teacher's subject knowledge and confidence in delivering PE lessons had improved in all areas.</p> <p>The adapted planning has supported children with SEND to access the curriculum.</p> <p>Lessons in year 1 and 2 are more consistent across the year in terms of their delivery and content.</p>	<p>-80% of teachers reported that they feel confident with both their knowledge and delivery of gymnastics.</p> <p>-80% of teachers reported that they feel confident with both their knowledge and delivery of dance.</p> <p>-100% of teachers reported that they feel confidence with both their knowledge and delivery of games.</p> <p>-50% of teacher's reported that the previous PE planning was difficult to follow and that they were unable to complete all aspects of the lesson. This was due to either time or that the lesson was not pitched correctly for our children.</p> <p>-Team teaching has taken place with the Pe subject lead. These have had a specific focus such as behavior management in PE. Observations have then taken place to observe the positive impact that this has had.</p> <p>-Planning has differentiation and scaffolds throughout for staff to use to support children with SEND. This has allowed all children to access the learning at a level appropriate to them.</p> <p>-Planning has been amended in most areas of PE for year 1 and year 2 units of PE. This includes the units: fundamentals, ball skills, gymnastics, net and wall games, invasion games and athletics.</p> <p>-Lesson observations in both year 1 and 2 showed much more</p>

Actual impact/sustainability and supporting evidence

PPG children have had more opportunity to attend a variety of extracurricular activities.

There has been an increase of children in KS1 working at above ARE.

Children have been more physically active throughout the school day.

consistency. Staff were delivering the same activities, sharing the key vocabulary and using resources such as videos in the same way.
-The planning shows progression from year 1 to 2 in the same units and ensures that children have the opportunity to retrieve and build on prior learning.

-Year 2 PPG children have been attending a range of different clubs including archery, football, multi-skills and dance.
-12 free PPG places have been given out to PPG children each half term. These are children who were not previously attending any sports clubs inside or outside of school.

-Data has shown that % of children in KS1 are working above ARE. Staff are able to offer these children additional challenge within lessons as this is now included in the planning.
-Assessment grids have been amended for children in KS1 to allow for progression to be captured. This has been shared with staff.

-Sports clubs have been delivered 5 days per week across the school year. These have been attended by year 1 and 2 children as well as reception children in the Summer term. The clubs have provided new opportunities to children such as archery.
-OPAL has provided the opportunity for children to engage in further physical activity during break times. Children are practicing skills taught in PE lessons as well as engaging in play that supports their gross motor skills.

Actual impact/sustainability and supporting evidence

Phase 1 of the OPAL project has been introduced within school.

-Children who have attended clubs have also had the opportunity to be more physically active.

Staff CPD on OPAL and the importance of opportunities for physical development at playtimes has been shared with all staff. This has been reinforced through the delivery of weekly staff briefings, assemblies with children weekly and meetings with lunchtime supervisors.

-Children now have access to the following areas at play and lunch times; climbing frame, bark area, dolls, music, stage and dressing up, water area, loose parts area, football area and multiple small world areas.

-Pupil voice took place in Autumn and in June, many of the responses have changed significantly;

Q: Are you able to build things?

Autumn Term- All of the responses said that the children had nothing to build with.

Summer Term - Children quoted that they have access to crates, tyres, cardboard, wooden blocks and Lego.

Q: What do you enjoy doing at playtimes?

Autumn Term - Running, playing football and sitting with friends were the most common answers.

Summer Term - Seesaws, colouring, dinosaurs, climbing frame, chalk, cars, playhouse, water play, playing with Lego and dancing to the music

Actual impact/sustainability and supporting evidence

The profile of PE has been raised across school

were the most common answers.

Staff voice for OPAL has also reported that behavior incidents have decreased significantly, both during playtimes and afterwards. Many staff have reported how the children are much more engaged in play as well as developing skills such as problem solving and teamwork.

We have delivered a sports week. This has taught children about key sporting moments and events. Children have had the opportunity to learn about the Women's Euro's and to have a focused PE lesson on this.

A free yoga club was delivered by a staff member for 20 children in Year 2 after school.

Staff now value the importance of playtimes and that all children have the right to play. All children now play for the entire of their break times with no interventions taking place at these times.