

PE Funding Evaluation Form




Department
for Education
Commissioned by

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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?
There was an increase in the number of sports that were offered to all children at school.	By reviewing the curriculum and ensuring a good spread of sporting opportunities. Children were accessing a wider range of individual and team sports both indoors and outdoors.	Travelling to sports events at times was challenging.	Due to the reliance upon coaches and taxis for transport, this could make costs more expensive and potentially limit the number of pupils we were able to take to events.
More children were able to take part in a range of sporting events at venues outside of the school.	Children took part in events organised by the School Games Organisation. These included a mixture of inclusive events and events designed to encourage those more reluctant to take part in sports.	There are still some pupils within school who see PE and physical activity as a challenge.	Through pupil voice, some children are still reluctant to fully engage and participate in PE lessons and sports as they see it as something not for them or as an area of learning they do not fully enjoy. This is something we are aiming to address in the next year.
Improvements in the levels of physical activity at lunchtimes.	Due to the implementation of our outdoor play project, there are more opportunities for all children to take part in a larger range of	Resourcing for lessons can at times be a challenge.	Staff have stated that they can find it difficult to find the correct equipment that they require for lessons. This can be due to either

Review of last year 2023/25

<p>There has been an increase in children seeking out sports opportunities.</p>	<p>physical and play opportunities. They can access a wide range of equipment designed to support fine and gross motor skill development whilst boosting their activity levels.</p> <p>More children are requesting different sports at school either through PE or sporting events. More children are showing a desire to represent their school at sports.</p>		<p>not having the equipment available or another class using it at the same time. This is something that will be addressed in the next year.</p>
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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>Re-visit staff CPD needs and support from PE Lead</p> <ul style="list-style-type: none"> • To ensure staff have essential guidance and support in delivering purposeful PESSPA • Informal discussions with staff to determine individual CPD needs. • PE Learning Walks to help identify needs • Share any updates that impact on PESSPA provision on an on-going basis with all appropriate staff • Ensure future actions support Physical Activity requirements / recommendations contained in the Department for Education Guidance <p>Continue to improve active playtime provision.</p> <p>Develop a Healthy Active Engagement Programme to encourage more children to engage more regularly in additional physical activity opportunities.</p> <ul style="list-style-type: none"> • Provide a wider range of activities at lunchtimes. • Create a team of 'play leaders' to help encourage and support positive and active play with new equipment and resources. 	<ul style="list-style-type: none"> • CPD session to be delivered via the GAT package. To be provided by Karen Breen. • Staff voice to determine staff CPD needs and areas where staff would like further support to plan and deliver high quality PE lessons. • Drop in lesson observations to identify need. Child voice following PE lessons to identify anything that needs addressing. • Ensure staff have the relevant equipment in order to deliver high quality PE lessons for all pupils. • Discussions with staff regarding the provision and any risk assessments, care of resources and development of ideas. • Discussion with children about positive and active play and taking risks especially when introducing new equipment. • play leaders – discussion about their role and supporting them in implementing the positive active play.

Intended actions for 2024 /25

Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity.

Continue to make links within the local sporting community to develop and provide further opportunities for all.

- all pupils accessing the resources on the playground during lunch times.
- Continue to increase participation at sports competitions with more opportunities for targeted groups of children such as SEND so all children have an opportunity to experience competitive sport.
- Increase participation at sports clubs offered to year 1-6 equipping all pupils with skills and experiences to be successful in the future.
- Continue to raise awareness to parents and carers of the benefits of PE & Sports Premium funding and increased opportunities for children.
- Promote competitions within the school. (Further develop a positive school culture that ensures high expectations of all and celebrates success)
- Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.
- Work with local sports teams and organisations to provide opportunities for children to access sporting opportunities and competitions on a range of levels and sports.

Intended actions for 2024 /25

Provide more opportunities for disadvantaged children, SEND pupils and less active pupils to engage with sports and activities within school and at sporting events.

- Work with providers to identify opportunities for SEND children, those that are less active and disadvantaged children to learn a new sport or to take part in sporting events.
- Provide financial support through sports premium funding to allow children to access extra-curricular activities and sports clubs.
- Target these groups with purposely designed extra-curricular activities and clubs.

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"> • Staff more confident and competent when planning and delivering PE lessons. • Children will have more positive and purposeful lunchtimes whilst becoming more active through the range of activities provided. This will be sustained with a range of new activities and resources being provided during the academic year. • Physical literacy will be improved and an understanding of whole child development secured. • Developing links within the sporting community will provide us with sustainable relationships that will offer our pupils more opportunities in the future. • By providing more opportunities for disadvantaged, SEND and less active pupils we may see an increase in the confidence and engagement of these children. By engaging them and increasing their confidence earlier these children may show an increase in attainment, skill acquisition and they may become more active and see the value of sport and being active. 	<ul style="list-style-type: none"> • Evidence from staff voice feedback and conversations. • High quality PE lessons witnessed during lesson observations. • Evidence from children's voice about the lunchtime provision showing that they are enjoying the range of activities provided. This will be used to help develop further activities and resources. Lunchtimes will become calmer, and children will be more ready for learning after lunch. • Children will be more aware of the need for physical activity and how this impacts upon both their mental and physical wellbeing. This will be evidenced through pupil voice and how children express their knowledge of the health benefits. • This will be measured and evidenced by an increase in the number of events and opportunities pupils receive. We may see an increase in the number of pupils following these opportunities to take up a sport outside of school. • This will be evidenced through an improvement in engagement within PE lessons. It can also be measured using pupil voice and attendance at events and extra-curricular clubs and activities.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Staff are more engaged with PE lessons this year and have been more forthcoming when they have encountered barriers to delivering the lessons. • Lunchtimes this year have been more active and more active opportunities and equipment has been added to allow the project to grow. There are also further plans to add to this over the next year to increase its sustainability further. Sports opportunities have been provided on the playground as part of the lunchtime offering through the PE lead. • Children have been offered a wider range of extracurricular activities through morning and afterschool clubs. To make this more sustainable, all clubs through the external provider had a small charge, but the charge was subsidised for all pupils. Attendance to these clubs has varied across the year and this will be evaluated and addressed in the next academic year to ensure our pupils are getting high quality provision and a range of sports. • Children's interest and engagement in sports has risen across the year with more children wanting to attend sports clubs and competitions. Children are also showing more engagement and confidence in PE lessons. 	<ul style="list-style-type: none"> • Pe lead has held discussions with staff and the long-term plan has been amended to adapt where lessons fit in better with other curriculum learning across the year. Equipment that staff have required for delivering high quality lessons has been ordered. • Feedback from staff and pupils has shown that lunchtimes are working better. Children feel there are more activities for them to engage with and enjoy. • Children will request different sports activities on the playground at lunchtimes and the number of children accessing these activities has risen over the weeks. • Listening to feedback from families and children about sports clubs, we introduced a wider range of clubs through our external provider, Premier Sports. Attendance figures show that some were better attended than others. • More pupils have shown that they wish to take part in sports clubs and that they would like the opportunity to represent their school at competitions. The number of pupils who have attended an external event this year has risen on last year .

Actual impact/sustainability and supporting evidence

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| <ul style="list-style-type: none"> • Children from SEND and disadvantaged groups have been more engaged with sports. Inclusivity within sports has risen especially with girls. Disadvantaged and pupil premium children were targeted at a before school dodgeball club to encourage their participation with sports. • Links have been developed with local sports teams allowing children to access additional sporting opportunities. This is something we are looking to continue growing next year. | <ul style="list-style-type: none"> • More children are participating in pe lessons to a higher level and are more confident to take part. This has come from feedback from teachers. This is especially true of girls due to the additional opportunities that were provided for them. • More SEND children have had opportunities to attend sporting events through the School Games, including winning heats and then representing the school at county finals in New Age Kurling. • Feedback from these children has been very positive and some have been more encouraged to participate in PE lessons. • Girls have attended a variety of external sporting events and have shown increased confidence in sports. Pupil voice has shown they have enjoyed these events and feel better about sports. Children in year 6 have also stated they wish to continue with sports such as rugby which has been a focus this year when they start year 7. • More pupils took part in events this year linked to local sports teams, for example Northampton Steelbacks and Northampton Saints. |
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