

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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- 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>Percentage of children that were able to swim 25m</p> <p>Children were able to access a variety of sporting experiences through after school clubs and enrichment days / sessions</p> <p>Success in competitions</p>	<p>Assessments</p> <p>Good attendance in club. There has also been an additional link made with the local private school who has for climbing</p> <p>We won several tournaments against other schools including county championship in girls football</p>	<p>Getting children to competitions</p>	<p>Cost of travel was high</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>1 - Developing the range of outdoor adventurous activities (OAA) for our children By introducing orienteering as a new sport to all</p> <p>2 - Facilitate more inter-school competition and provide opportunities for pupils to experience new sporting activities</p> <p>3 – Develop staff skills in delivering dance</p> <p>4 – Promote active play at playtimes</p>	<ul style="list-style-type: none"> • Introduction of orienteering as a new sport to staff and children • Installation of permanent orienteering course on site. • Staff CPD on delivering orienteering as part of OAA in PE • Add to PE curriculum and also to be used across the curriculum <p>Through Queens sports partnership and use of sports coach with other local Schools</p> <p>Use of external sports coach, staff to be in sessions, observe and team teach</p> <p>Order variety of bats, balls, outdoor games and archery sets. Sports coaches will plan and deliver physical activity during lunchtime</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>1 – Staff more confident in delivering orienteering base OAA within PE lessons</p> <ul style="list-style-type: none"> - Pupils will develop new skills - Broader range of sport / physical activity will offer more opportunity for pupils who are difficult to engage in traditional school sports - OAA for all year groups in PE curriculum - Installation of permanent course on site makes it easily accessible for staff <p>2 - Membership with Queens Partnership will enable most pupils to participate in inter-school competitions and to try a greater variety of activities.</p> <p>3 – Staff will become more confident in delivering dance lessons, they will also have increased knowledge</p> <p>4 -Less sedentary play, more movement, development of skills in teamwork and coordination</p>	<ul style="list-style-type: none"> • Positive staff feedback and pupil voice • Increased number of quality OAA lessons taking place • More active lessons taking place across the curriculum <ul style="list-style-type: none"> • More events attended in a variety of sports • Photos from events • Positive pupil voice <ul style="list-style-type: none"> • Lesson observations • Positive comments from staff feeling more confident <ul style="list-style-type: none"> • Observations of pupils during break and lunchtimes. • Pupil voice showing regular use equipment.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>1 - Staff are delivering orienteering with confidence in PE and through other subject areas</p> <p>2- It was the first time taking part in competition for some children, this showed resilience and the need to persevere for some. This partnership will continue next year.</p> <p>3 – Each teacher has had a term and seen the process over teaching dance through a unit, these steps can be implemented in lessons fully led by the teacher minus the dance coach</p> <p>4 – Children moving more at play and lunch times, increased variety of games being played.</p>	<ul style="list-style-type: none"> • Observations of sessions • Staff voice • Photo of children taking part • Positive pupil and staff voice • Observations • Watched sessions lead by the coach including teachers • Obtained pupil voice on overall thoughts • Positive feedback from teachers • Teacher observations during morning and lunch-time breaks see more physical play • The children are using purchased equipment daily.