

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? |
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| <p>Broad and balanced curriculum -This has allowed greater engagement from pupils, meaning at least one activity they enjoy is covered.</p> <p>Increase in staff confidence in teaching PE- making higher quality and enjoyable PE lessons.</p> <ul style="list-style-type: none"> - Teacher knowledge and understanding has strengthened <p>All children were able to attend a SSP festival/ competition increasing understanding of why skills are developed and an enjoyment for different activities.</p> | <ul style="list-style-type: none"> • Pupil voice surveys • Discussions with staff about the curriculum and tweaks have been made. <p>Discussions with staff and booking onto CPD where they feel needed.</p> <p>Completion of the self assessment tool sheets from the beginning of the year to the end of the year.</p> <p>Informal discussions with pypils following attendance to events.</p> <p>Sharing event celebrations in assembly.</p> <p>Planning and attendance record of classes attending SSP events.</p> | <p>Need to work on staffs understanding of physical literacy and how it can impact participation and attitudes in PE lessons.</p> <p>Equipment isn't lasting long because of misuse and lack of respect.</p> <p>Children still struggling to swim by the end of Year 6.</p> <p>Sports Leaders are not being fully utilized and need additional support to run activities during lunchtimes.</p> | <p>Staff self-reviews show this is an area still needing to be developed.</p> <p>We need to think about more sustainable equipment choices. Teaching children to respect their playground equipment and PE equipment and how lack of this can have negative effects.</p> <p>Stats are still at 60% at the end of year 6.</p> <p>Not always leaders running activities. Isn't regularly monitored or supported by staff.</p> <p>Children reporting activites aren't happening.</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>Ensure all children are receiving 2, 1 hour sessions of high-quality PE a week that is impactful through teaching confidence and competence.</p> <p>Ensure children are taking part in 30 minutes of moderate to vigorous physical activity each day by increasing teacher awareness of how to incorporate it into a normal school day.</p> <p>Ensure all pupils can access competitions and festivals through intra school competitions during PE lesson sequences as well as attending inter school competitions from the academy and SSP.- Children will display the school games marks values at these sessions and transfer them into school.</p> <p>Use and set up a new Sports Leader group to assist with the running of activities and to help with pupil voice when designing curriculum, clubs and an active travel plan.</p> | <ul style="list-style-type: none"> Complete the Self Review tool at the start of the academic year to see target areas and then at the end of the year checking it levels have increased. Well mapped out PE timetable ensuring 2 sessions are always available. Children to come in PE kits to allow for the full hour to be utilized. Tailoring CPD to meet the needs of staff whether it be by the PE lead or SSP. Use of Tees Outdoors to help deliver broad curriculum Weekly swimming sessions for KS2 to ensure children can swim by the end of year 6 Equipment maintained and replaced when needed. <p>Staff meeting to be held and information to be distributed about how and why we should be promoting an active 30 minutes a day.</p> <p>Development of active travel to encourage an active start to the day.</p> <ul style="list-style-type: none"> Look at playtime and lunchtime activities/ equipment to create an active ethos. Train sports leaders to lead activities with in-active children. Use heat maps to establish parts of the day which are most sedentary. After school clubs to be set up and ran ensuring all Key stages have access to a sports club each term. Every KS1 class to attend 2 RESSP Events and KS2 classes to attend 3. <p>Guide staff to encourage intra competitions in their PE lessons through simple game type activities range from mini 5 minutes to whole match dependent upon year group.</p> <ul style="list-style-type: none"> Sports Day. After school clubs to be set up with elements of competition in them. School games marks values to checked by asking for names prior to an assembly. <p>Sports leaders to be set up in Autumn Term.</p> <p>Active travel promotion to parents and families in school newsletters, school website, social media pages and parent meetings</p> <p>Attendance to sports leaders training for years 4 and 5 by attending events.</p> <p>Replenish of equipment and designated equipment available for sports leaders activities only</p> <p>Regular meetings for pupil voice.</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? |
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| <ul style="list-style-type: none"> • Staff feeling more confident and competent in delivering a sequence of PE lessons. • Children enjoying and engaging in a range of PE lessons- ensuring that they make progressions from the start to the end • Children report on completing 2 PE sessions that are different in content • Through pupil voice it can be seen that the whole curriculum has been completed. • Sustainability: Staff confidence and competence to teach PE is sustainable. • Children are more physically active throughout the day. • Children concentrate and focus more in class and can identify when they need time to be more active. • Hopefully children will be more confident participating and leading activities at playtimes and lunchtimes. • Teachers report positive impact it is having on behaviour, concentration and overall learning of pupils following active sessions. • Sustainability: Staff should understand the importance and can be flexible about the placing of their active sessions- spotting when children potentially may need it. • Children show excitement to take part in physical activity through competition and events. • Children develop their life skills: Determination, Self-Belief, Teamwork, Honesty, Respect, Passion and show these skills in PE as well as every day school life. • Children can discuss their activities explaining what was good about it and can have informal discussions as to why they attended. • Sustainability: Staff experience new activities at events to help with CPD- allowing for ideas to be adopted into PE lessons. • A new Sports leader crew set up and regularly delivering sessions on a lunchtime to encourage physical activity and participation. • Sustainability: Children actively more physical at lunchtimes • Children are actively encouraging an active travel plan with a new recording system in place. • Sports leaders feel confident they have the skills and equipment to deliver sessions. | <ul style="list-style-type: none"> • Staff have completed the self-review tool at the start and end of the year identifying areas of weaknesses ready for training in the new academic year. • Regular discussions with staff have been made and some tweaks to the curriculum overview have been made. • Register of regular swim sessions and assessments at the end of the blocks. • Planning and discussions with Tees Outdoors with weekly sessions timetabled in for the full year. • Currently making adaptations to long term and medium term plans. • Heat maps have been completed identifying areas of most to least activity with a focus on improving this for next year. • Booked in training or all staff for September with regarding to active minutes and physical literacy. • Informal Teachers feedback on how they are perceiving their current active 30 minutes and what they are finding with regards to limitations. • Informal discussion had with pupils. • Feedback from children following events and photo evidence to be uploaded to social media/ Seesaw allowing parents to see what has been completed • This can be evidenced up to February. • School games mark assembly had with list of names previously identified and sent to C Tennyson/ L Tarron. <p>Year 4 attended Sport Leadership training in the Autumn term, which is evidenced through Seesaw and children pupil voice.</p> <p>New equipment through National sports week has arrived including Frisbees, bean bags and cones which can be used and dedicated for Sports leaders only.</p> |

Actual impact/sustainability and supporting evidence

| What impact/sustainability have you seen? | What evidence do you have? |
|--|--|
| <ul style="list-style-type: none"> • Staff report feeling more confident and competent in delivering a sequence of PE lessons. • Through informal chats with teacher, children appear to be enjoying the 2 different PE lessons a week and has increased participation by some children. • Teacher feel confident following the roadmaps created allowing for lessons to be planned in advance so of a higher quality. • Children are more physically active throughout the day as teachers are timetabling in activities such as daily mile. • Children showed excitement when taking part in physical activity through competition and events- they will often ask when their next trip is. • Children are showing the School Game Values of: Determination, Self-Belief, Teamwork, Honesty, Respect, Passion and show pride when they receive the certificates at School Game assembly. • Children enjoy their Tees Outdoors experience, looking forward to sessions and actively wanting to go on residential. They are broadening their life skills. | <ul style="list-style-type: none"> • <i>Teachers have completed 2 heat maps identifying areas of most and least activity.</i> • <i>75% of Teachers have completed self review forms identifying areas of strengths and weaknesses.</i> • <i>Children are receiving high quality PE from KS1 - KS2. (This based on evidence on seesaw and through informal discussions).</i> • <i>Years 2,3 and 4 all attended a SSP event in the Autumn Term.</i> • <i>All KS2 plan in additional active move time where EYFS use their outdoor area to do this.</i> • <i>Every week Tees Outdoors have worked with KS2 children developing a range of skills and allowing for a broadened curriculum.</i> • <i>Simon Carson Breakfast clubs and After school clubs have been running since January providing extra activity time to encourage a further active 30 minutes.</i> • Register of regular swim sessions and assessments at the end of the blocks has been completed with final swimming pass marks established. • Training has been booked in with the SSP ready for the new academic year. |