

PE Funding Evaluation Form 2024 - 2025



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?
Gym inductions for year 6.	The Centre reported that children had attended with family members and friendship groups. All the children expressed how much they enjoyed it as an alternative form of exercise.	Some of the Gymnastics modules from Complete PE	Children were disengaged. Teachers felt there was a lack of structure and a need for more modelling.
Providing a broad and balanced after school provision and curriculum	Children reported how much they enjoyed the new golf sessions and appreciated being introduced to a new sport	Lunchtime supervisor training	Sports captains still had no key figure to report to. The timings of lunch made this difficult to co-ordinate

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
1. To make the role of the sports captains more effective in motivating and keeping children active at lunchtime. 2. After school intervention sessions for year 1 and 2. 3. Staff CPD to improve the quality and consistency of lessons 4. To identify movement issues in Reception children, for early interventions	1. To use sports premium to employ a staff member to liaise, work alongside and mentor the sports captains. To attend relevant training with the children. To set up a workable Rota for the week. 2. To offer fun fitness, after school sessions, for targeted children in year 1 and 2, during the spring and summer term. 3. The whole school staff meeting, on January 25, on what a good pe lesson looks like, delivered by SSP 4. Book sessions in with SSP for assessment sessions.

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?
1. A smoother transition for year 3 children into KS2, with less lunchtime behaviour issues and more opportunity for activity as part of the children's active 60 minutes a day. To develop systems throughout the year which support lower KS2 and KS1. Sports captains to be deployed on a Rota basis. Supported by the lunchtime coach, who is to oversee the sports captains, transferred into other curriculum areas. Activities to support the children with their delivery of sessions, appropriate to the age of the group. Sports captains will have many leadership opportunities to develop their own skills and confidence. To raise the profile of the sports captains across the school amongst children and staff. 2. Improved skills for co-ordination and participation for the least confident in years 1 and 2. To engage them in after school activities. Ultimately, to introduce them to the culture of additional clubs ready for KS2 and as part of their Active 60. Increased confidence in all aspects of	1. Verbal feedback from staff and children. Responses from children and lunchtime supervisors. Incidents of behavior issues on cpoms, staff, child and parent questionnaires. Teacher's feedback on the impact of the responsibilities. 2. Teacher and pupil feedback through observations and discussions, seeing improvement in ability. Attendance at development days and increasing activities to improve resilience and stamina. Pupil voice

Expected impact and sustainability will be achieved

the curriculum and school life. Extending to more confidence in Development days and learning in unfamiliar settings.

3. Consistency in the delivery of Complete PE across the school, using familiar key vocabulary. Children to be able to develop through the scheme at their pace, as staff become more familiar with each unit and how it relates to one another.
4. Early years Motor Screening to identify fine and gross motor skills that need developing in Reception children. An introduction for EYFS Staff to the key skills tested, with a view to integrating them into their PE Sessions to give other opportunities throughout the day. CPD for all staff involved.

3. Teacher feedback and by looking at the end of year assessments. Pupil voice
4. Reassessing key skills after a short period of time. Looking at the data, to compare progress. Identifying where we need to go next.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
1. Sports Captains have a structured Rota of delivery across the school to be an integral part of delivery of playtime and lunchtime sessions through OPAL. Sports leaders are gaining confidence and skills that can be deployed in other aspects of school. Smoother transition from KS1 to 2 over playtimes with less behaviour issues and fun engaging sessions are being offered. The system has worked well this year so school will be rolling out the OPAL approach to playtimes and the continuation of sports leaders is key to organisation and delivery. The activity links mental health and wellbeing and the sports leaders will also take on a role to be mental health champions as it has proved to benefit those children who need this, and the roles work well together. The ability to be creative and design and adapt activities for groups and when they feel it is needed. The behaviour of children when representing school as taking part in activity sessions is normal within school for these children.	1. More children engaged in playtime activity; less behaviour issues reported during this time. Feedback from children and staff. The lower school staff have said how well the children relate to each of these during these sessions. Their involvement in sports events supports younger children at development days and events. The development of their leadership skills and confidence has been evident to parents, staff and other visitors to school. Pupil voice feedback on their experience of being a sports leader.

Actual impact/sustainability and supporting evidence

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| <p>2. Once children were on board with the sessions the levels of activity and engagement increased and were consistent. They work hard and the smaller groups enabled them to develop and progress and feel confident just playing. The skill levels improved and increased, their stamina to work for a sustained period.</p> <p>3. Across the school we are implementing the Complete PE scheme, so we see progression through skills and reflection upon previous learning. Each topic is evaluated through staff feedback on a yearly basis and altered dependent on need and abilities of each cohort. This provides a broad range of activities throughout the year including outside specialists. Through the assessment scheme children can be targets for interventions, for those who exceed and those who do not meet criteria. Staff through the scheme assess children 4 times throughout the year to give a clear understanding of a child's ability. This has helped staff to plan for the next block of work and look at the skills the children need to develop. Now staff understand</p> | <p>2. The class teachers have reported increased resilience within classroom situations since attending and an overall increase in confidence. More willingness to try new things and engage with different staff members and different groups of children. On parental feedback survey 82% of parents said their children had a happy playtime.</p> <p>3. Staff feedback on Complete PE, confidence to tweak and adapt plans to fit the group of children. Sessions are inclusive for all and differentiated. All children are engaged within PE sessions. Staff can see progression where children need to be, they value the importance of children being physically literate and the impact this has. The children need the opportunity to develop different skills, and the broad schemes allow staff to be able to deliver this.</p> |
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Actual impact/sustainability and supporting evidence

Complete PE they can draw on schemes of work from the year below and year above for that topic, therefore helping to upskill children and move children on who need it, making the activity ability appropriate for all.

4. The initial screening of reception highlighted the number of children not meeting the benchmark if skills. Following changes to delivery and repetition of movements and skills, this developed. Over a brief period, reassessment has shown the impact these movement skills had on the children. The process highlighted where we supported children in these activities well (yoga, core strength) but also where we needed to develop, such as ball skills. In the long-term looking at how these skills incorporate into everyday play.

4. Assessment of children and reassessment following a short period of intervention. Staff have adjusted their delivery of skills for the remainder of the year with a focus on the gaps in skill levels. This extends across the key stage to Y1. Plans to initiate these skills as early as nursery and throughout KS1 through the OPAL project and intend to improve these outcomes over the next 2 years.