

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?
See website evaluation of 2023/24			

Intended actions for 2024/25

What are your plans for 2024/25?

How are you going to action and achieve these plans?

Intent

1. Engage all pupils in regular, sustainable physical activity
2. Continue to raise the profile of PE and Sport across the school for whole school improvement
3. Broader experience of sport and activities offered to all pupils
4. Increased knowledge and skills of all staff

Implementation

1. Continued retention of Play Coordinator and Sports Coach at lunchtime to focus on active play to support physical wellbeing, self regulation and school values. Range of well resourced lunchtime activities, including daily, informal, inclusive football club.

A variety of afterschool clubs on offer from Balanceability to Forest School, Multi Skills and Football Club. These are free to all, but we target certain groups including Pupil Premium children and those lacking confidence in their own physical ability as well as those who excel at sport.

Outdoor learning areas which support gross and fine motor development will be well resourced and tailored to cohort needs and interests.
2. Sustain use of daily track to maintain 60+ minutes of physical activity for all children every day. This also builds in brain breaks, provides self-regulation opportunities and encourages independence and responsibility in our infant children.
3. Well resourced PE HUB scheme to be embedded across the school (2 of 3 year contract) Sports Day offer widened following success last year and football goal net/ basket ball nets and equipment replaced. Tennis lesson for Y2 via Kings Norton Tennis Club with follow up session in summer term. Divali Dance workshop for all children, building on last year's success. Lego Therapy, skipping sponsored event and cycle to school to be explored.
4. Sports Coach to lead PE HUB curriculum for all staff, but especially for new members to the team and ECT. Opportunities for team teaching and feedback built into the offer. This high quality offer ensures a whole school ethos around increased physical activity and its impact on wellbeing.

Expected impact and sustainability will be achieved

<p>What impact/intended impact/sustainability are you expecting?</p>	<p>How will you know? What evidence do you have or expect to have?</p>
<p>Our offer is aimed at sustainability is built in to our long term strategic plan. Children will be active for 60 mins or more each day.</p> <p>This activity will be varied and range from self-directed/child led play through to organized games which promote school values and teammanship as well as teacher led, skill based learning.</p> <p>Children will gain confidence in their own physical ability and recognize their own progress in key areas.</p> <p>Physical activity will be inclusive, challenging at times, but 'non-threatening'. All our young children will feel confident to 'have a go'. It will include small team games across a variety of sports.</p> <p>Staff will consistently offer high quality PE sessions which are well sequenced and linked to the wider curriculum.</p> <p>Progression will be evident as a child journeys through our school.</p> <p>Children will be supported to challenge themselves, try new sports and become accustomed to physical activity being a normal, enjoyable part of every school day.</p> <p>This enjoyment and healthy routines around physical activity will translate into a sustainable, healthy lifestyle.</p>	<p>Monitoring will evidence daily use of the track, the full PE lesson provision, and lunchtime and after school provision.</p> <p>Quality of provision will be assessed by triangulation of evidence as for other areas of the curriculum- staff feedback, child voice and SLT scrutiny will evidence impact.</p> <p>Impact will be seen in terms of the quality of participation of all groups of children- from those who are naturally drawn to sport through to those who lack confidence in their own abilities and disadvantaged groups.</p> <p>Clubs will be well attended and cater for a range of children. Some clubs will target pupil premium children, or Reception children's gross motor skills and others will provide real challenge and culminate in a tournament. Registers and child/parent feedback will be positive.</p> <p>All our children will be physically active for more than 60 mins a day.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?

Our children are active at regular intervals throughout the day and specifically at lunchtime and breaktime play. Play coordinators and SLT ensure lunchtime staff to offer a range of generic games which reduce conflict, dysregulation and also queuing. This year 'Duck Duck Goose' has been a firm favourite along classics like 'What's the time Mr Wolf.' Sports Coach has broadened offer to run small child-led basketball shooting games as well as the large, inclusive football-based lunchtime club. This is adapted for the seasons and cricket football was hugely popular. Children use the track once during lesson times, each day but also throughout lunchtimes and playtimes. This varies from running laps to walking it with friends. During children's daily access during lessons they walk/run it purposefully. At playtimes they are naturally drawn to it and don't always realise they are walking or running it. It is a means of getting around the playground. Teachers feedback around this year's CPD offer is strong- especially from our ECT who now reports PE as her strength. Assemblies showcase 'being the very best you can be' and the focus is often on sport. Videos of highlights of Olympian and world champions are shared and discussed and linked to school values- especially resilience. Children are showcased both in the wider world and within our school community who have persevered and improved their skills. The response to these are increasingly enthusiastic and children are engaged. Our children see themselves as active and are proud of their physical achievements. SLT observe a 'safe space' where all children can have a go and be proud of their own progress. All these initiatives are sustainable and provide young children with the skills they need for an active lifestyle, as well as routines which embed physical activity into daily life.

SLT are outside every lunchtime and can report the increase in the range of activities on offer and the take up by a wider range of children. Children who lack confidence in their own sporting ability often watch and support from the sidelines during the Sports Coach's organised sessions. But gradually they get drawn in. Because they can join and leave as they wish and do not have to sign themselves up, increasing numbers join for part of the lunchtime session. Small offshoot games also develop in other areas of the playground as a result. More girls are joining in with football based activities. The addition of child-led 'shooting a hoop' is seen to build independence and team skills. Supervisors and SLT are close by and monitor but children set up and organize themselves wherever possible. Children can request to select their own resources. This gives them the much-needed skills to organize active games outside of school in their own time. Afterschool FOC clubs are well attended and often oversubscribed. Pupil Premium and vulnerable children are targeted to ensure they can have a place if they wish. The multi skills offer changes across the year and also includes Forest School Club and Balanceability which targets a specific group. ECT observations are overwhelmingly positive (carried out by DHT) and PE lessons in general are sequential and progress is clear. The Sports Coach has supported staff to unpick the PE Hub materials and identify which elements are a priority for our children. The Sports Coach presence in school and CPD keeps physical activity a real focus and normalises an active lifestyle. Children are able to talk about the benefits of physical activity and the impact it has on your physical and mental wellbeing. Children access a range of sports outside of school and this was evident during an end of term school Football Tournament as several of our players spend their weekends at a range of clubs. Sports Day showcased inclusivity and also physical skills. The combination of competitive and beat your personal best was described as hugely successful by staff, children and families. Children with complex needs competed in inclusive races. Those with real talent shone and all our children buzzed with pride. End of term certificates to all who have attended clubs are received with real pride.