

# 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.*

## Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> <li>• <b>Key indicator 1: To continue to provide high quality teaching and learning in PE and outdoor physical learning.</b></li> <li>• <b>Key indicator 2: To encourage all pupils to be active at playtimes and lunchtimes and engage in a variety of physical activity and sports.</b></li> <li>• <b>To develop the children's skills in games and gross motor skills across Key Stage one.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Affiliation to ESSP to access CPD and quality coaches for curriculum support.</li> <li>• PE cluster meetings give access to CPD for PE lead as well as access to up to date information about PE and Sport opportunities for our school.</li> <li>• Staff survey showed they were less confident in teaching games than other areas of PE so we used our affiliation to the ESSP to organise curriculum support for cricket and athletics to support staff in the teaching of this.</li> <li>• Subscription to iMoves PE scheme gives staff access to high quality PE lessons and online CPD to support where needed.</li> <li>• External coaches employed to give all pupils access to a variety of sports both within the curriculum and extra-curricular opportunities. Sports offered this year were dance, relaxation and wellbeing, cricket, multi-sports, athletics, cricket, balance bikes and football.</li> <li>• <b>Play leader employed to work with children at lunchtimes and lead sport activities and games.</b></li> <li>• <b>Play leader to work with targeted groups of children outside of lunchtimes. Working with SEND children and those who have specific needs.</b></li> <li>• <b>High quality resources purchased to encourage participation in physical activity and sports at playtimes and lunchtimes.</b></li> </ul>

## Intended actions for 2024/25

- **Key indicator 3: To ensure PE and Sports has a high profile in school and be an integral part of school life.**
  - **Staff, pupils and parents are aware of up to date information about PE and sport within school.**
  - **Pupil voice is listened to regarding PE and sport in school.**
  - **Key Indicator 4: To enable all pupils to take part in a variety of sports and physical activities.**
  - **To improve the amount and variety of sports available to pupils.**
  - **To improve the balance and co-ordination of Reception children.**
  - **Key Indicator 5: To encourage healthy competition in our school**
  - **To take part in inter-school festivals in a range of activities.**
  - **To develop team sports skills through sessions with our play leader.**
- We purchased PE T-shirts for all pupils to wear on PE days to ensure that all pupils can take part in PE sessions appropriately. This also raises the profile of PE in school as it shows we are proud to wear our PE kits with our logo on.
  - Class Dojo is used to inform parents of PE events and clubs. Photos of events such as sports day and festivals are also shared via Class Dojo.
  - Festivals organised by ESSP were attended by KS1
  - Pupil discussions were carried out across the school to gain pupil's voice.
  - Sports offered this year were dance, relaxation and wellbeing, cricket, multi-sports, athletics, cricket, balance bikes and football
  - The PE long term plan and iMoves scheme offers a wide variety of sports and physical activity to all pupils.
  - Extra balance bike sessions and an after school club was offered to all reception children through the ESSP.
  - Resources purchased to promote balance and co-ordination skills development.
  - Whole school sports day showcased a range of sports for all children to access and participate in.
  - Play leader works with each year group to promote healthy competition and good team work/sportsmanship.
  - Healthy competition encouraged in the summer term through our iMoves scheme. A variety of team games and sports are promoted.
  - Pe and playground resources purchased to encourage competitive sports such as football, tennis, basketball etc.

## Actual impact/sustainability and supporting evidence

### What **impact/sustainability** have you seen?

- Staff are confident in teaching PE and have gained useful knowledge from experienced coaches.
- Pupils are receiving a high quality PE curriculum that has a clear progression through the year groups.
- Pupils enjoy PE and are making good or better progress.
- Early years Staff have noted an improvement in the core strength and balance of pupils.
- Information from PE cluster meetings is passed onto whole staff to ensure good practice is shared.
- More children seen to be physically active during playtimes and lunchtimes. Approximately 40% of children take part in activities led by the Play Leader and other children access sports and activities independently.
- All Key Stage 1 pupils have 90 minutes of taught PE lessons per week. All children have access to sports and physical activity for 45 minutes a day during playtimes and lunchtimes. Children seen participating in activities such as climbing, balancing, football, basketball, skipping, bat and ball skills, throwing and catching, running and swinging.
- Parents and Governors are aware of PE and Sports events and how the Sports premium is being spent within school.
- PE and sports continue to be a high priority whatever the weather. EYFS have outdoor learning at all times and KS1 use outdoors whenever possible. The iMoves scheme also allows PE to be taught in a classroom should the weather prevent it from being taught outside.
- Pupils are enthusiastic about PE and sport in lessons and extra-curricular activities.
- All pupils had access to a wide variety of sports and activities and were able to wear appropriate clothing for sessions.
- All pupils took part in sports day. Healthy competition is encouraged.

### What **evidence** do you have?

- Staff surveys/discussions
- Pupil discussions
- Timetables
- Bookings for sports festivals and events
- Sports day plans and photographs
- Observations of pupils creating and leading their own games and activities at playtime and lunchtime.
- Sports day was well attended by parents and carers and all pupils were seen to be proud of their achievements