

# 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?
<p>CPD and sessions for staff and children - cricket and dance</p> <p>Raising the profile of PESSPA Sports events Street Dance, fencing, Cricket, Dance, National Fitness Day, Sports Week, Sports Day</p> <p>Participating in more events outside of school</p>	<p>Children receive tailored sessions from a professional Staff become more confident with sports as well as activities to lead in lessons</p> <p>Children are more interested and keen to participate in special events. Gives children the opportunities to experience new sports</p> <p>More children are participating in physical activities More children participated in competitive sports.</p>	<p>Swimming: the percentage of children in Year 6 achieving 25 metres, using a range of strokes and self-rescue</p>	<p>85% of Year 6 children were successful</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
<ul style="list-style-type: none"> <li> <b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>  To encourage all children to participate in physical activity throughout the day, from starting school, throughout the day and into after school clubs. </li> <li> <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>  To continue to raise the profile of school sport and physical activity </li> <li> <b>Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</b>  To provide CPD for staff to increase confidence in specific areas  <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  (To give children opportunities to participate in a range of sports  To give children the opportunities to participate in competitive sports) </li> <li> <b>Key indicator 5: Increased participation in competitive sport</b>  (To encourage the least active children to participate in sports and physical activities) </li> </ul>	<ol style="list-style-type: none"> <li>Choose year 5 play leaders from volunteers and children who are least active. SL to work with children to plan games/activities at playtimes Swimming lessons for years 3-6 Wake up- Shake up – daily active sessions – 8.30-8.45 Selection of afterschool clubs - multi-sports, running club, rugby, cricket, football,</li> <li>Children participate in sporting events and physical activity in school – Santa Dash, Change4Life sessions, healthy eating, whole-school Colour Run, Children participate in sporting events and physical activity on visits – rugby, Active Futures, tennis, football, snow tubing, Purchase equipment for curriculum and outdoor play Add children and staff photos to our Personal Best PE display. End of year awards given to children for sporting achievements.</li> <li>Subject Lead to attend PE Conference Use specialised coaches to teach dance/gymnastics and to model to staff strategies, activities, lessons, resources Use specialised coaches to teach cricket and to model to staff strategies, activities, lessons, resources Use of Jasmine platform to support CPD, lessons and resources.</li> <li>Children to participate in events in and outside of school with coaches (some through our SLA) Archery Dance – at Sunderland Empire Dodgeball (intra competition) Active lifestyles Balance bikes Boogie Bounce Infant Agility Girls' football cup Competition School football team (inter competition) – throughout the year Cricket – Summer term y2-y5 (access to the local cricket club for sessions) Tennis – y4 (in school sessions and a inter - competition) 5. Children participate in sporting events and physical activity in school – Santa Dash, Change4Life sessions – healthy eating, hula hoop competition (intra), basketball competition (intra) Children participate in sporting events and physical activity on visits – rugby, Active Futures, tennis, football, snow tubing,</li> </ol>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ol style="list-style-type: none"> <li>1. Our children will be more active during the school day due to Wake up-Shake up, 2 hours of weekly PE lessons, brain breaks in classes, swimming lessons and access to a range of after school clubs. During playtimes and lunchtimes, our children will be physically active and playing games led by the Year Play Leaders, who will create and lead games. By taking years 3 and 4 swimming (as well as years 5 and 6), we are giving the children the opportunity to access swimming lessons younger in order to ensure more children are achieving the 25 metres and water safety by the end of Key Stage Two.</li> <li>2. More children will want to participate in events in school and events outside of school. When children hear about the sporting achievements of others, they will want to know more and show a keen interest in sports. By purchasing more PE equipment and outdoor equipment, children will be more active during break times. They will want to learn more about the sports e.g. basketball hoops and balls.</li> <li>3. Teachers observe specialised coaches in gymnastics, dance and cricket to gain knowledge, skills and expertise when teaching those lessons in the future. From our staff audit, dance and gymnastics came as a development point for a CPD. Therefore, we focused on this area for specialised coaches this year.</li> <li>4. Children will experience a range of sports that they may not have the opportunity to access at home. With specialised coaches, children will receive support and guidance when learning the new sport, participating in intra competitions or even attending competitive events outside of school. This could lead to children interested in our afterschool clubs or starting a local club in that sport.</li> <li>5. Children will experience competitive sports in PE lessons, in after school clubs but also on visits to a variety of sporting venues.</li> </ol>	<ul style="list-style-type: none"> <li>• Children will talk confidently about dance/gymnastics from pupil voice</li> <li>• Staff survey – staff will share ideas from sessions. Staff will use strategies and activities in their own lessons – learning walks.</li> <li>• Pupil voice – children will share their sporting activities in and out of school.</li> <li>• Observation of play leaders incorporating games/activities into play times.</li> <li>• Observation and pupil voice - play leaders will lead games/activities each day</li> <li>• Pupil survey - children will share aspects of PE and physical activity that they have enjoyed this year.</li> </ul>



## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>1. Our children are more active during the school day due to Wake up-Shake up, 2 hours of weekly PE lessons, brain breaks in classes, swimming lessons and access to a range of after school clubs. During playtimes and lunchtimes, our children are physically active and playing games led by the Year Play Leaders, who create and lead games. By taking years 3 and 4 swimming (as well as years 5 and 6), we are giving the children the opportunity to access swimming lessons younger in order to ensure more children are achieving the 25 metres and water safety by the end of Key Stage Two.</p> <p>2. More children want to participate in events in school and events outside of school. When children hear about the sporting achievements of others, they will want to know more and show a keen interest in sports. By purchasing more PE equipment and outdoor equipment, children are more active during break times – hula hoops, basketballs, skipping ropes, tennis balls,</p> <p>3. Teachers observed specialised coaches in gymnastics, dance and cricket and gained knowledge, skills and expertise when teaching those lessons in the future. From staff discussions, staff feel more confident teaching these subjects.</p> <p>4. Children experience a range of sports that they may not have the opportunity to access at home. With specialised coaches, children received support and guidance when learning the new sport, participating in intra competitions or even attending competitive events outside of school.</p> <p>5. Children experienced competitive sports in PE lessons, in after school clubs but also on visits to a variety of sporting venues.</p>	<ul style="list-style-type: none"> <li>• <b>Staff survey</b> – staff have shared ideas from sessions. Staff are now using strategies and activities in their own lessons Staff feel more confident when teaching dance, gymnastics and cricket.</li> <li>• <b>Pupil voice</b> – children share their sporting activities in and out of school. PE display to show how children and staff achieve the personal best. Observation of play leaders incorporating games/activities into play times. Feedback from children and playleader Children talk confidently about cricket/dance/gymnastics</li> <li>• <b>Observations</b> – play leaders are supporting, creating and leading games and activities at breaktimes</li> <li>• <b>Awards</b> – more sports events have been attended by different year groups and more awards given out</li> <li>• <b>Registers for Wake up-Shake up and after-school clubs</b></li> <li>• <b>Swimming</b> – low swimming data this year -58%. Current Year 5 will have had 2 years of swimming lessons once they reach the end of KS2 Current year 4 will have had 3 years of swimming lessons once they reach the end of KS2 Current year 3 will have had 4 years of swimming lessons once they reach the end of KS2. This will support the intent of raising the swimming attainment next academic year and the following years.</li> </ul>