

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>2023-2024 – Previous spend: Affiliation to RDSSP and Extra Time. Every KS2 child had opportunities to represent the school in a team and participate in a range of competitive sports.</p> <p>Additional physical activities helped to enrich our curriculum – Indian dancing, wheelchair basketball, Bikeability, Sports Leader training, Y6 treat day etc.</p> <p>New after-school activity clubs for KS1 & KS2 enriched with additional equipment – Archery, golf, climbing.</p> <p>New Maypole bought for school – taught as part of dance curriculum and celebrated with a whole school performance for parents/ carers.</p> <p>Training for PE lead and teacher in training</p>	<p>Positive feedback from children and parents and new trophies were added to our cabinet.</p> <p>The School Games Mark 'Gold Award' achieved to mark the contribution of a wide range of sport and physical opportunities for KS1 & 2. PE lead invited to share good practice at conference.</p> <p>Club registers show an uptake of children attending.</p> <p>Feedback from children, parents and extended family at celebratory events. Links with community.</p> <p>CDP for PE lead & teacher in training put into practice.</p>	<p>Swimming 'top-up' for Y6 swimmers who didn't make the required 25m (last lessons in school were thwarted by pandemic)</p> <p>Increased transport costs.</p>	<p>Lessons booked and parents/guardians contacted. General apathy of children failing to participate meant only 1 out of 5 lessons taken up.</p> <p>Limited opportunities to attend more events that were free to school – strain on curriculum from other subjects.</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>Continuing affiliation with RDSSP and Extra-Time professional services, providing a wide and varied range of sporting opportunities and physical activities for all children. Increase events for EYFS & KS1.</p> <p>Focus on Staff CPD and training.</p> <p>Increase the budget allocated for transport to enable participation in as many activities as possible to enrich the curriculum.</p> <p>Target Y6 swimmers with 'top-up' opportunities during the swimming year.</p> <p>Purchase a class sports kit to be worn by teams at competitive events to identify and represent school.</p> <p>Introducing new sports or physical activity.</p> <p>Continue to employ specialist physical education and school sports teacher to lead and train colleagues.</p>	<p>Events booked into yearly cycle and transport pre-booked. Pupil voice employed to gauge the events and competitions that the children would like to participate in.</p> <p>Target staff experience and expertise. Enable staff to attend CPD provided by RDSSP and S4S. Staff working alongside PE lead to observe, teach and be observed. Other members of staff to 'guest' lead after-school sports club.</p> <p>Work with Business manager to allocate funding.</p> <p>Target early in Spring – communicate with parents/carers. Book into final term of swimming lessons at Bakewell Pool.</p> <p>Source affordable kit and potential sponsorship.</p> <p>Pupil questionnaire to target interests. Investigate contacts for Martial Arts and Tai-Chi. Part funded by Sports Premium.</p> <p>PE lead to share expertise through colleagues 'shadowing' lessons and team-teaching alongside LT.</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?
<p>Continue with affiliation to RDSSP and Extra-Time professional services – Quality mark from Youth Sport Trust acknowledges PE and school sport, the variety of physical activity on offer and the impact it has on personal development and well-being of pupils. Access to staff training, sports briefings, school-based support and external competitions.</p> <p>Focus on Staff CPD and training- Increased confidence, knowledge and skills of staff in teaching PE and sport.</p> <p>Increase allocation for transport to enable participation in as many activities as possible to enrich the curriculum- along with the help of parental transport, school continues to attend inter-school events, festivals and enrichment opportunities.</p> <p>Target Y6 swimmers with ‘top-up’ opportunities during the swimming year- All children in Y6 can swim but 2 were unable to swim the full 25m at the last assessment in Y4.</p> <p>Purchase a class sports kit to be worn by teams at competitive events to identify and represent school- Research best provider and involve children in design/choice of kit.</p> <p>Introduce new sport or physical activity – New experiences for children and staff all help to enhance our status as an active school. Continued uptake of children at school sports clubs. Celebrate on website.</p> <p>Use specialist physical education and sport teacher to develop teachers’ skills to deliver lessons.</p>	<p>Gold award from School Games Mark (Youth Sport Trust). Competitions and events take place throughout the year. Free equipment from staff training -Disney Shooting Stars, Golf Foundation etc. Enrichment opportunities taken up – Bunting Cup, Y6 Treat Day, etc.</p> <p>Staff now run after-school sports clubs for both key stages, in addition to LT. Staff shadowing LT in PE lessons, across a range of curriculum areas. Registers kept and attendance numbers monitored. Teacher in training (now qualified ECT) trained and team-taught PE lessons and swimming with LT.</p> <p>Transport costs increased but remained within budget. Parent support with transport is also used.</p> <p>2 children attended top-up lessons. Both completed water safety but didn’t attend enough to fulfill Y6 NC requirement. LT delivered water safety training to all classes.</p> <p>Pupil Voice used to design and choose kit. Worn to competitions this year with positive feedback.</p> <p>Golf introduced into the KS2 curriculum. Performing arts and dance after school club introduced for KS1 + Reception</p> <p>LT completed 6th year as sports and PE specialist to lead CPD training and ensure continuity and progression across the curriculum and key stages.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>Orienteering was introduced a few years ago and is now embedded into the curriculum with easy access to our local orienteering course. Archery and Boccia are regularly included in multi-sports clubs.</p> <p>Attendance at clubs has increased for girls.</p> <p>More staff are engaging in after-school sports clubs, with a wide range of sports and physical activities on offer throughout the year.</p> <p>LT helped to support and train RH - teacher in training and continue this into her ECT year.</p> <p>Continuation of competitive events and sporting opportunities offered to KS2 Intra-house competitions have been introduced into Reception and KS1.</p> <p>Bikeability completed and passed by all year 6 pupils. Balance bike training completed by Reception and Year 1. Whole school participates in 'Active Travel Week' twice a year.</p> <p>Sustained staff training and CPD are helping to ensure continuity of knowledge and skills across a range of physical activities and sporting events.</p>	<p>Pupil voice (questionnaires etc.) and attendance at after-school clubs show all to be a popular addition to the curriculum/clubs, now that they have been running for some time.</p> <p>Registers kept for all after-school clubs.</p> <p>3 additional teaching staff have run after-school clubs, including multi-sports, football, golf, orienteering performing arts and dance.</p> <p>RH now a qualified teacher who continues to work alongside and team teach with LT.</p> <p>Calendar of events, including website news, photographs and Bugle reports. Trophies are on display in the sports cabinet. EYFS + KS1 participated in 'Monster Kickabout' football celebration. Free equipment (balls, bibs, cones etc.) added to sports equipment.</p> <p>Annual event run by RDSSP. Certificates received and photographs taken. More children are walking to school or travelling by bike and scooter (particularly during the summer months.)</p> <p>Training includes: Disney inspired Shooting Stars football course for SEND. (PS) Dance For All (LT, FH, RH) Orienteering (ZH) Unleash Your Drive Golf course (LT) KT- Teaching swimming Maypole Dancing (RH, ZH, FH, KT) PE & School Sport (Sports Premium, Swimming updates, etc. LT)</p>