

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>High Quality PE lessons and increased staff confidence – purchase of Complete PE</p> <p>Participation in sports partnership and additional sporting experiences for ALL pupils.</p> <p>Pupils are more active during lessons and throughout the school day (active 60 mins) – investment in Teach Active / 60 active mins training / supervisor training.</p>	<p>Staff report an increased happiness from pervious audit completed and Complete PE lesson plans being used to support / enhance pupils experiences.</p> <p>Full attendance of festivals and competitions ran by CSSP. Registers / records of pupil's attendance.</p> <p>MOKI band information Observation of pupils during lessons and behavior reports within lessons.</p>	<p>Increasing pupils being more active in travelling to and from school – use of bike ability training / walk to school week / pedestrian training.</p> <p>Although staff confidence has improved, the quality of PE lessons is not consistent. This requires closer monitoring / evaluation of delivery and PE Lead mentoring / team teaching with less confident staff.</p>	<p>Numbers of cars dropping off at school has not greatly reduced, some congestion at school entrance. Pupil numbers riding to school have increased, however this is not consistent.</p> <p>Teachers feedback in areas such as dance and gymnastics state some inequalities in understanding and confidence. (priority for 2024/2025)</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><i>Increasing engagement for all pupils:</i></p> <ol style="list-style-type: none"> To ensure active / structured playtimes through the implementation of OPAL, Outdoor Play and Learning. Active transitions between lessons / movement around school building Active lessons ensuring that pupils are active for 60 mins per day <p><i>A Broader and more equal experience for all pupils:</i></p> <ol style="list-style-type: none"> To ensure that ALL pupils benefit from a range of sporting and physical experiences, including Forest / Beach Schools and targeted activity for the less active / SEND pupils <p><i>Increasing knowledge, confidence and skills of teaching staff:</i></p> <ol style="list-style-type: none"> Identified area for development of gymnastics to be team taught – school staff alongside sports partnership lead teacher. 	<ul style="list-style-type: none"> Investment over a 2-year period in OPAL program – payment to OPAL organization for training / CPD / support and award auditing Purchasing of resources / storage for outdoor play and activity equipment Floor markings for corridors / training and CPD for staff Purchase of ‘Teach Active resource’ – monitoring by PE Lead and SLT Staffing utilized to released Forest / Beach School Leader do deliver sessions to each cohort (minimum of half term per year group) Premium used to release experienced / qualified staff to deliver, prepare and facilitate the attendance of sports partnership and intra school events Investment in high quality gymnastics teaching from a specialist, utilizing the Complete PE scheme, working along side ALL teaching staff over the year to ensure progression and upskilling of school workforce and an increase in confidence.

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?
<ol style="list-style-type: none"> 1. Pupils will be more physically active during breaktimes <ol style="list-style-type: none"> a. Co-ordination and balance will improve b. Core strength increased and reduction in muscular injuries c. Improved behaviour and reduction incidents at lunchtimes 2. Corridors will become calmer and movement around school more purposeful 3. Pupils will be more focused in lessons <ol style="list-style-type: none"> a. Pupils remain seated for no longer than 20 minutes at a time b. Behaviour to learning will improve and incidents of inactivity reduced 4. Pupils in all classes and across cross sections (Pupil premium / SEND, Gender) will benefit from a broad and balanced PE curriculum and additional experiences 5. Teaching staff will be confident to deliver high quality PE lessons (particularly gymnastics) that are progressive, safe and challenging for all pupils including SEND and disadvantaged 	<ul style="list-style-type: none"> • MOKI band data will show increased levels of moderate / high levels of physical activity (baseline taken in the Autumn term and repeated throughout the year. SLT to monitor and target inactive groups to promote activity) • Reports from Lunch Supervisors / CPOMS entries will show a reduction in incidents over the year • Pupils will show attitudinal transition towards breaktimes – Pupil voice surveys and the baseline audit from OPAL development officers • Attitudinal survey of pupils / staff & case study stories in the summer term • A reduction in CPOMS related incidents (time outs reported by class teachers) • Learning walks will see pupils active and ‘Teach Active’ strategies used regularly • Cohorts will experience Forest Schools and outdoor learning within curriculum – evidenced in floor books and pupil voice • The development of ‘50 things to do at Errington’ will ensure a commitment to pupils’ broad experiences across their Primary School time • Teacher observations / staff confidence survey – repeated in the summer term • Feedback from specialist teacher working with school staff • Engagement in CPD and training provided by school PE Lead / school sports partnership

Actual impact/sustainability and supporting evidence

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

What **evidence** do you have?